



Building an Effective Board of Directors

A Toolkit for 4-H Staff and 4-H Leader Organization Members

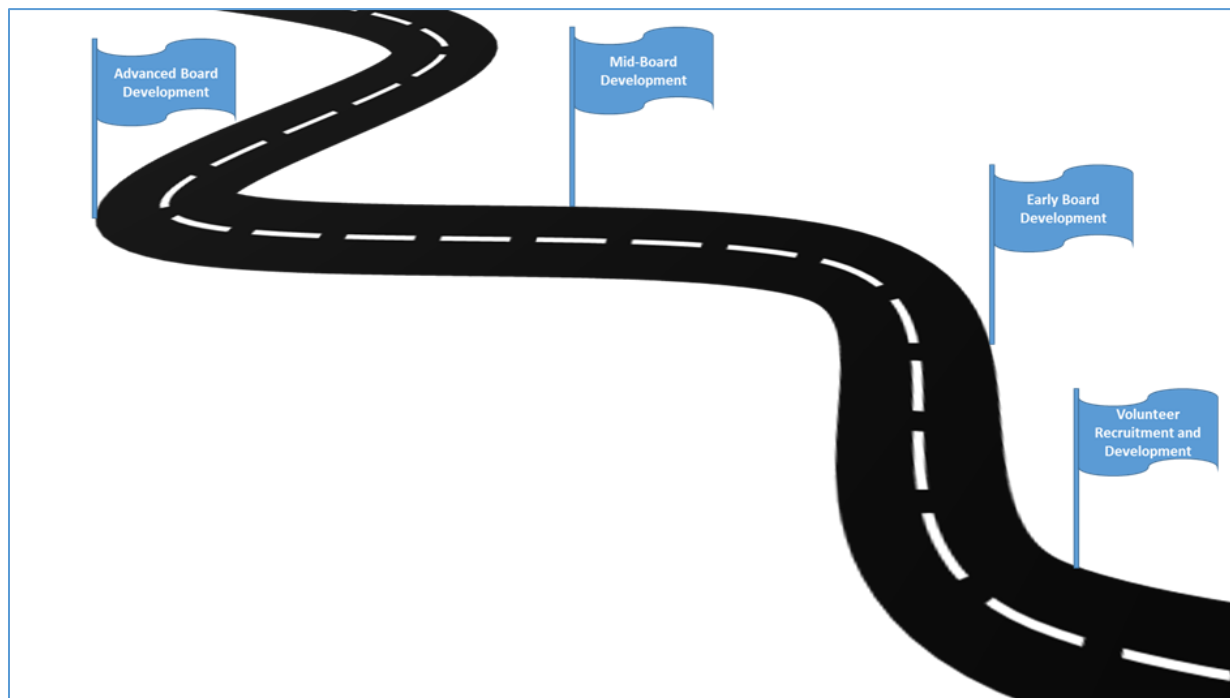
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Building an Effective Board of Directors

Introduction

The role of 4-H county leader's organizations has become more complex with an increased emphasis on creating positive youth development environments, addressing risk management and financial reporting responsibilities, and planning for the future. Board members come from a wide variety of backgrounds, and vary in their understanding of key concepts of youth development as well as their ability to serve as board members. For many individuals, their service on a 4-H leader's board may well be their first experience on a governing board.

As 4-H staff, our role is to guide leader's organizations as they support the work of 4-H. Yet many of us lack the training to do so, and there is no existing "best practices" model for 4-H leader's organizations. Organizational development and strategic leadership have been used extensively in business settings, however, incorporating those practices into non-profit organizations and in particular 4-H leader's organizations is a new concept. Transformational education of volunteers as leader's board members around organizational development principles and strategic leadership will not only strengthen the county 4-H programs, but it will provide volunteers with leadership skills that can be used on boards in organizations throughout the community.



The “Building an Effective Board of Directors” Toolkit is designed to provide 4-H staff with a clear path to board development, from volunteer recruitment through the development of a highly functioning leader’s board. The process is broken down into four stages, and the starting point will vary among individual boards.

All organizations, regardless of their experience, would benefit from starting with the Organizational Assessment Tool. This tool will give 4-H staff an opportunity to assess the current leader’s board, and determine at which level the board is operating and where educational effort is needed. Each of the four stages has specific objectives, and builds toward the end goal of creating a dynamic, engaged board.

Wherever you decide to start with board development, keep in mind that board development is an education process and incorporating active learning strategies into your teaching keeps engagement and interest high. In addition, you may want to consider having youth or adult members co-research and teach topics with you. Or, you may want to have existing board members orientate new members and help teach topics covered in the past.

Board development is one of the most important tasks that 4-H staff can undertake. Creating a dynamic and effective 4-H leader’s board will help move the county 4-H program from an inward focus to an outward focus and create new opportunities for youth in our communities and introduce new audiences to our programs.

Note: There are many different names for the organizations that provide leadership to 4-H programs – Leaders Association, Leaders Councils, etc. In this publication, we refer to those organizations with the generic term of 4-H organizations, and the board that governs the organization as the 4-H leader’s board.



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Volunteer Recruitment and Development

Focus:

- Volunteer Recruitment
- Volunteer Readiness

Goal: To build the skills and understanding of 4-H volunteers in preparation for leadership roles

Objectives:

1. Staff applies an effective strategy for recruiting volunteers
2. Volunteers develop their understanding and skills prior to board or committee service.

Resources:

Life Cycle of a 4-H Volunteer Leader Development

Often volunteers are placed in roles for which they are unprepared. A “Volunteer Pipeline” provides a framework for the stages of volunteer development from pre-board service, board service, and post-board service.

Identifying Transferable Skills from Your 4-H Leader Experience

4-H volunteers gain marketable skills that employers are eager to find in candidates. This document is designed to help volunteers reflect upon the skills they gained through their experiences with 4-H, and to identify those skills that would be of interest to future employers.

Examples of Responsibilities, Skills, and Training for 4-H Volunteers in Various Roles

This document outlines potential roles for volunteers in a 4-H program and the responsibilities, skills, and training needed for each role. This will vary widely among programs, and each board is encouraged to take a close look at their program and create a list that reflects their unique needs.

Membership Selection Guide

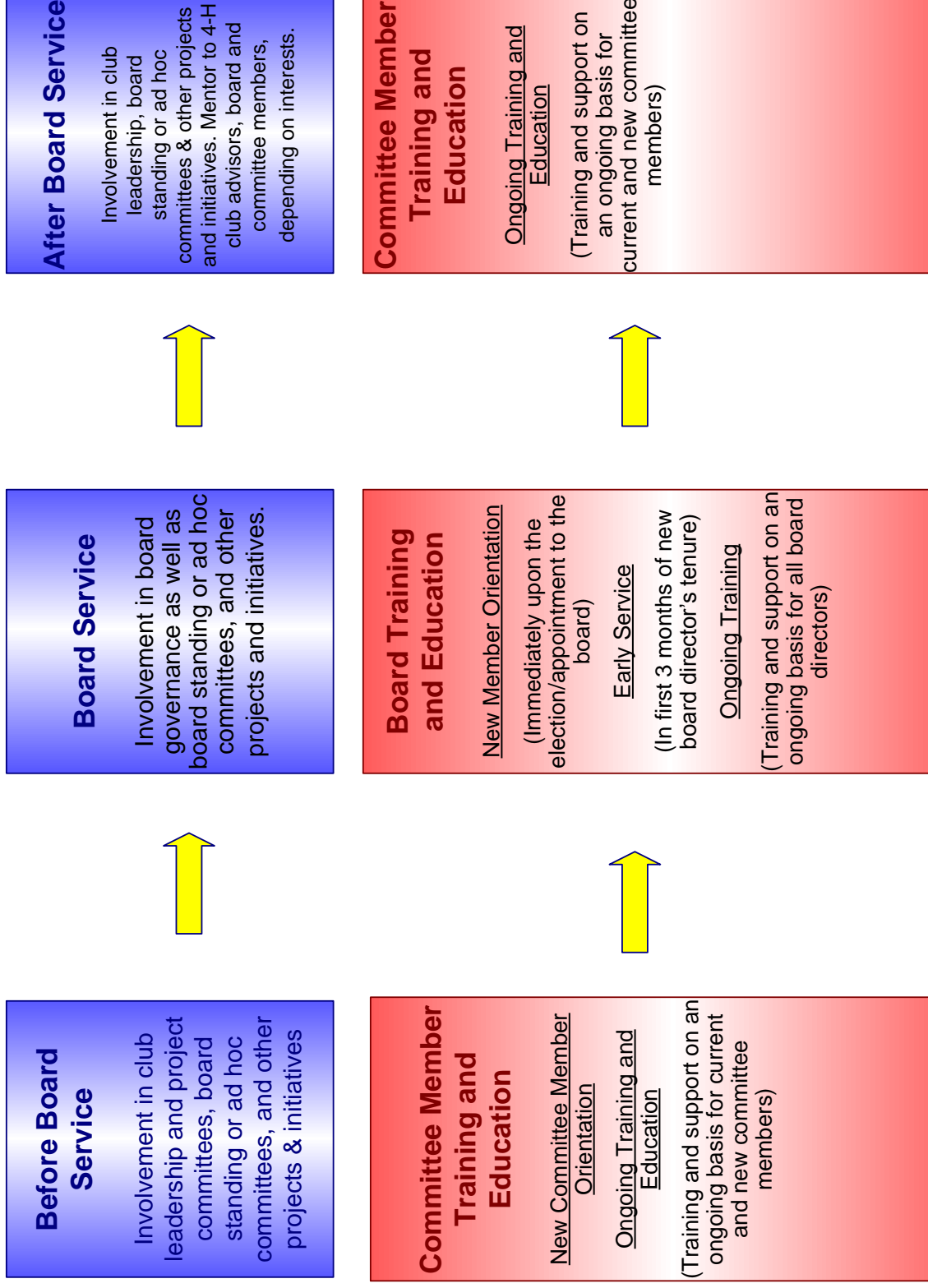
This tool from the *University of Kentucky Cooperative Extension Service* provides an approach for boards to use as they analyze and select board members that are representative of the demographics in their area.

Blue Ribbon Nominating Committee

This comprehensive strategy for recruiting a qualified and diverse board involves involving active community members as a nominating committee (provided by Frank Martinelli of the *Center for Public Skills Training*).

Life Cycle of a 4-H Volunteer Leader

This graphic reflects a long-term strategy to develop a 4-H board leader talent pipeline by establishing a comprehensive leadership engagement and development system to create a variety of involvement options for leaders before, during and after board service, including utilization of board standing and ad hoc committees and project committee structures. Put another way, the goal is to develop a “feeder system” for passionate people, and find a way to channel their passion into various leadership roles.



Identifying Transferable Skills from Your 4-H Leader Experience

As a 4-H Volunteer Leader, you have many marketable skills that employers are eager to find in candidates. This document is designed to help you reflect upon the skills that you have gained through your experience with 4-H, and help you identify skills that would be of interest to future employers.

What Are Transferable Skills?

Simply put, transferable skills are areas of development that can transfer from one work environment to another, regardless of field. These types of skills are incredibly important to employers. In fact, according to a survey conducted by the National Association of Colleges and Employers (NACE), the top 10 personal qualities/skills employers seek are all transferable skills:

1. Communication skills
2. Strong work ethic
3. Initiative
4. Interpersonal skills
5. Problem solving skills
6. Teamwork skills
7. Analytical skills
8. Flexibility/adaptability
9. Computer skills
10. Detail orientated

Many of the skills listed above are skills that you have honed as a 4-H Volunteer Leader, team leader, or volunteer coordinator. Although your time with 4-H may not directly relate to a potential employment opportunity, you can highlight the skills that you have gained during your time with 4-H and make them applicable to future employers.

Identifying Transferable Skills

One method of identifying transferable skills is to map your experiences. Start by identifying job or volunteer experiences that you have been involved with. Break down the major tasks that you performed during the experience. Then divide each task into skills that you acquired from performing that task. When mapping out your experiences, make sure to consider what you learned from a role that would be of interest of a future employer. For example, an employer may not be interested in the fact that you can describe each letter of the alphabet to young children; however, they may be impressed by your ability to clearly translate concepts and ideas. Below is an exercise to help you reflect upon the skills that you gained as a 4-H Volunteer Leader.

Skills important to all employers	Example of how a 4-H member/team leader/volunteer coordinator exhibited skill	Example of how you have exhibited this skill
Communication skills	4-H Volunteer Leader: Communicated with a wide variety of stakeholders—including program partners, families, peers, and members—to support 4-H programming.	

Strong work ethic	4-H Volunteer Leader: Arrived prepared to lead a 4-H session, team planning meetings, and team leader meetings by evaluating session plans, rehearsing session , and preparing agendas.	
Initiative	4-H Volunteer Leader: Worked independently to develop an array of programming for community partners in support of 4-H's curriculum.	
Interpersonal skills	4-H Volunteer Leader: Worked with diverse team to plan, deliver, and evaluate 4-H sessions.	
Problem solving skills	4-H Volunteer Leader: Identified and addressed a variety issues concerning session implementation, team dynamics, family and community involvement, etc.	
Teamwork skills	4-H Volunteer Leader: Worked as part of a broader team to achieve 4-H's goals and mission.	
Creativity	4-H Volunteer Leader: Worked to provide creative solutions to problems within session, such as keeping multiple children attentive while meeting children's varying needs.	
Flexibility/adaptability	4-H Volunteer Leader: Worked to meet the varying needs of children and their families, including working to support ESL families, supporting varying emotions of children, and supporting new children in the program.	
Computer skills	4-H Volunteer Leader: Created a variety of promotional and marketing materials using programs such as Adobe In-Design and Microsoft Publisher.	
Detail orientated	4-H Volunteer Leader: Carefully reviewed and prepared session materials to best meet member needs.	

Highlighting Your Transferable Skills during Your Job Search

Now that you have identified transferable skills that potential employers would value, it is important to demonstrate how your experience matches what the employer is seeking. Customizing your resume, cover letters, and interview talking points will allow you to make connections between your transferable skills, personal experiences, and future abilities. Making you a stronger candidate for each position you apply for.

Other Skills to Consider Highlighting

Communication Skills			
Communicating	Listening	Reading	Sharing
Editing	Mentoring	Relating	Speaking
Explaining	Promoting	Reporting	Telling
Informing	Proofreading	Representing	Translating
Interpreting	Providing	Responding	Understanding
Lecturing	Publicizing	Selling	Verbalizing
Creative Skills			
Acting	Drawing	Inventing	Publicizing
Composing	Expressing	Modeling	Rendering
Conducting	Founding	Originating	Shaping
Creating	Generating	Painting	Showing
Designing	Illustrating	Performing	Singing
Detailing	Imagining	Photographing	Sketching
Developing	Improvising	Playing	Symbolizing
Displaying	Innovating	Printing	Writing
Dramatizing	Interpreting		
Helping and Teaching Skills			
Advising	Guiding	Processing	Teaching
Coping	Helping	Referring	Tending
Counseling	Instructing	Rehabilitating	Training
Empathizing	Mediating	Resolving	Tutoring
Giving	Offering	Serving	
Management and Leadership Skills			
Addressing	Implementing	Negotiating	Recommending
Arbitrating	Influencing	Ordering	Recruiting
Coaching	Informing	Overseeing	Separating
Consolidating	Inspiring	Persuading	Supervising
Controlling	Instituting	Piloting	Team Building
Coordinating	Integrating	Planning	Unifying
Deciding	Interviewing	Prescribing	Uniting
Devising	Judging	Presenting	Upgrading
Enforcing	Leading	Programming	
Heading	Managing	Protecting	
Organizational and Financial Skills			
Administering	Computing	Logging	Retrieving
Arranging	Defining	Manipulating	Reviewing

Auditing	Detailing	Organizing	Scheduling
Budgeting	Distributing	Preparing	Selecting
Calculating	Estimating	Projecting	Sorting
Checking	Filing	Purchasing	Summarizing
Classifying	Financing	Raising	Supplying
Collecting	Gathering	Reconciling	Systemizing
Compiling	Inventorying	Recording	Transcribing
Research Skills			
Analyzing	Discovering	Interpreting	Reasoning
Ascertaining	Evaluating	Intuiting	Researching
Assessing	Examining	Learning	Solving
Charting	Experimenting	Observing	Studying
Conceptualizing	Formulating	Predicting	Synergizing
Detecting	Hypothesizing	Problem Solving	Synthesizing
Determining	Identifying	Processing	Troubleshooting
Diagnosing	Inspecting	Questioning	Weighing
Other Skills			
Achieving	Expanding	Obtaining	Sensing
Adapting	Following	Perceiving	Taking Instructions
Anticipating	Getting	Realizing	Traveling
Attaining	Having Responsibility	Receiving	Undertaking
Completing	Improving	Reducing	Using
Delivering	Increasing	Remembering	Utilizing
Eliminating	Memorizing	Risking	Working
Establishing	Navigating		

*This list of transferable skills comes from Richard Bolles' *What Color is Your Parachute?* ed. 2002. The skills were categorized by the University of Missouri Career Center Staff.

Frank Martinelli, The Center for Public Skills Training

Examples of Responsibilities, Skills, and Training for 4-H Volunteers in Various Roles

	Basic Responsibilities	Skills	Training Needed
4-H Volunteer	Volunteers staff registration tables, staff food stand, etc. Volunteers make phone calls, recruit other volunteers.	<ul style="list-style-type: none"> Basic understanding of the 4-H program 	<ul style="list-style-type: none"> Mandatory Volunteer Orientation (all volunteers)
4-H Activity and Event Leader	Volunteers organize events and activities; work with other adult volunteers and youth leaders.	<ul style="list-style-type: none"> Teamwork Communication Working in partnership with youth and adults 	<ul style="list-style-type: none"> Adult/youth partnerships Elements of Positive Youth Development
4-H Chaperone	4-H chaperones provide support for youth and youth leaders at camp, trips, and other events.	<ul style="list-style-type: none"> Able to be a "Guide on the Side" 	<ul style="list-style-type: none"> Elements of Positive Youth Development Ages and Stages of Youth Life Skill Development Policy Guidelines (hazing, use of emblem, fundraising policies, etc.) Chaperone Roles and Responsibilities
Club Advisor	4-H volunteers provide guidance and support to 4-H club members and officers (if present).	<ul style="list-style-type: none"> Able to be a "Guide on the Side" Organized with ability to be flexible 	<ul style="list-style-type: none"> Elements of Positive Youth Development Ages and Stages of Youth Life Skill Development Risk Management practices Charter and other policy requirements
Project Leader/Trainer/Coach	Volunteers plan and teach at project meetings for 4-H youth.	<ul style="list-style-type: none"> Able to involve youth in their own learning, and mentor them to project leadership. Project knowledge or a willingness to learn 	<ul style="list-style-type: none"> Elements of Positive Youth Development Ages and Stages of Youth Life Skill Development Role of Competition (limitations) Policy Guidelines (hazing, use of emblem, fundraising policies, etc.) Sequential Teaching of Skills Active Learning Strategies Coaching Skills Promoting Youth Leadership

Board or Committee Member	Volunteers carry out the mission of the organization.	<ul style="list-style-type: none"> • Understanding of Positive Youth Development Environments, University Policy, and National 4-H Mission Mandates • Governance mindset 	<ul style="list-style-type: none"> • Adult/Youth Partnerships • Elements of Positive Youth Development • Ages and Stages of Youth • Life Skill Development • Role of Competition (limitations) • Mission Mandates • Organizational Mission • Policy Guidelines (hazing, use of emblem, fundraising policies, etc.) • Local Organizational Structure • Roles and Responsibilities of board/committee member
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Membership Selection Guide: A Tool for Ensuring Equal Representation on 4-H Councils

To develop a Council that is truly representative of the county's population, it is necessary to have a good cross section of the people who live in the county. This representation includes both men and women, youth and adults of different races and cultures, different income levels, different geographic locations, and different occupations, backgrounds, and interests.

The table on the following pages can help you analyze and select Council members. (You may need to change the geographic location descriptions to be more representative and appropriate for your county. It is sometimes helpful to divide counties by school districts.) Use the blank rows for other categories of groups who should be represented. Write in the names of current members, and check all columns that apply. This analysis will give an indication of the categories of individuals needed to balance the Council's membership.

Council Membership Process and Composition Analysis

Name/ Years on the Council	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name
Age																				
• Teen																				
• 20-35																				
• 36-50																				
• 51-65																				
• Over 65																				
Sex																				
• Male																				
• Female																				
Race/Ethnicity																				
• White, not of Hispanic origin																				
• Black, not of Hispanic origin																				
• Hispanic (Spanish culture)																				
• American Indian or Alaskan Native																				
• Asian or Pacific Islander																				
Income																				
• High																				
• Middle																				
• Low																				

Name/ Years on the Council	Name																
	Name																
Affiliation																	
• Medical																	
• Small businesses																	
• Local media																	
• Churches																	
• Corporate																	
• Political																	
• Education																	
• Law enforcement																	
• Neighborhood																	
Resource Development																	
• Willing to donate goods and services																	
• Willing to contribute services																	
• Willing to raise money																	
• Willing to give proportionate to means																	
• Access to individuals with money																	
• Access to corporations																	
• Personal wealth																	

The Blue Ribbon Nominating Committee for Your Board

Here's how the Blue Ribbon Nominating Committee works:

1. Identify potential committee members.

Develop a list of about 25 people that you would like to have on the board but who would probably say no. Perhaps they're too busy, or too important, or just not that interested.

2. Invite them to participate on the Blue Ribbon Nominating Committee.

Phone them to ask them to be on a Blue Ribbon Nominating Committee for your organization. This committee will meet only once -- for one and a half hours -- and then disband. (That's pretty easy to say yes to and most people will say yes.) Follow up the phone call with an email and then another reminder the day before the meeting.

3. Be clear on what you need board members to *do*.

At the meeting you'll probably have about 10 Blue Ribbon members along with some current board members. The board chair should welcome the group, and there should be a very short (15 minutes max) presentation by either the board chair or the executive director on what the organization's critical path is. Do not take this opportunity to tell your usual statistics, program lists, and so forth. Treat this group of people like insiders and let them know the main issues in front of your organization right now.

4. Sift through the nominations and select the first to call.

By the end of the meeting you should have 30 - 50 new names of people. And more importantly, these are people who have been suggested because they can move your organization forward on its critical path, not just because they're good people with skills and connections.

5. Call

Here's how this works with Emily: "Emily, I'm calling because Sally Carlson suggested you for our board of directors. She did this because she knows your amazing track record at running luncheons and because she thought you would like working with our organization. Would you be willing to meet with me and our executive director for a brief orientation to our organization and the critical roles played by our board?"

Emily will take your call and request seriously because you've mentioned Sally to her, and she'll talk with you for a few minutes in a positive frame of mind (she'll also be flattered). Even if you don't get the meeting set up, or Emily doesn't end up joining the board, you will have made a new friend and Emily and Sally will talk about your organization the next time they see each other.

If Emily DOES join the board, she will have had a chance to understand what her role on the board is expected to be. And in sharp contrast to the usual situation where new board members are unsure what to do for several months, Emily will want to get started on the luncheon at her very first board meeting. The same is true with Raul if he joins the board; at his first board meeting he'll ask, "Who should I meet with to start talking about partnerships for us to pursue?"

Blue Ribbon ABC Board Nomination Strategy Session - Draft Agenda

The purpose of the meeting is to provide attendees with a brief update on the ABC strategic priorities and then to ask their help in identifying individuals in the community who could help advance the crucial strategic work of the organization at this time by serving on the ABC board and committees.

Welcome and Introductions – Chair

- Chair welcomes everyone to the session, briefly describes the purpose as previously announced, and leads in a round of self introductions.

ABC 's Critical Path for the Future – Ed

- Ed briefly summarizes ABC's strategic direction for the future (mission, vision, strategic priorities, key accomplishments) This presentation is not the "usual statistics, program lists and so forth. Treat this group of people like insiders and let them know the main issues in front of the organization right now.

The Search for Leaders Who Can Help ABC On Its Critical Path – Chair and ED

- Chair and ED, utilizing a summary sheet, briefly describes what ABC is looking for – people who are passionate about the mission vision and strategic direction, likely open to the job description, and meet some or all of the recruiting priorities identified.

Brainstorming Nominations – Facilitator

- Facilitator facilitates group member's identification of people who could make good board members (or committee members). Focus of request is on what people can and will do (help us forge key partnerships to advance on the critical path) rather than what group they represent or what their position is
- Facilitator distributes the sample nomination form (to be revised as needed)
- Give group members sometime to begin to reflect alone silently and generate names and begin to complete the nomination form
- Initiate discussion, encouraging group members to share names and to discuss each other's recommendations. Governance Committee chair and ED can ask questions and make comments

Summary and Next Steps – Governance Committee Chair and ED

- Chair and ED briefly summarize, thank everyone for participating and ask people to take a few moments to complete the sample nomination form.

Criteria to Consider in Brainstorming Potential Leadership

1. Based on your knowledge of this person, the individuals you recommend for consideration as future board members would likely be committed to the mission and vision of ABC:
 - Mission: ABC is committed to restoring the Greater Milwaukee watersheds to conditions that are healthy for swimming and fishing. We bring diverse partners together and provide the leadership and innovation necessary to protect and restore our shared water resources.
 - Vision: Dramatic and visible improvements in the Greater Milwaukee watersheds inspire widespread protection and celebration, connecting the region's prosperity to the health of our shared water resources.
2. Based on your knowledge of this person, the individual could be open to making the kind of commitment called for in the Board Member Position Description we have developed. A copy of this position description is on the next page of this document.
3. The individual best reflects some or all of the recruiting priorities we identified (to be edited):
 - *List here based on Board Development Team work: Matrix, Recruiting priorities, etc.*

Position Description: ABC Board Member

The privilege of serving on the ABC Board of Directors implies certain obligations, both individually and collectively. The actions of the board are guided always by our mission: ABC is committed to restoring the Greater Milwaukee watersheds to conditions that are healthy for swimming and fishing. We bring diverse partners together and provide the leadership and innovation necessary to protect and restore our shared water resources.

We seek to achieve our mission through our vision: Dramatic and visible improvements in the Greater Milwaukee watersheds inspire widespread protection and celebration, connecting the region's prosperity to the health of our shared water resources.

Board performance expectations include the following:

Primary Responsibilities	Minimal Level of Performance
Attend regular meetings of the board	Meetings are each approximately two hours in duration. The board meets at least six (6) times per year. Be accessible for personal contact in between board meetings.
Actively participate in board standing committees and work groups	Provide leadership to board committees. Each board member is expected to serve as an active, ongoing member of at least two committees and/or workgroups. This requires a number of meetings per year plus individual committee task completion time. Presently board standing committees include Finance and Sustainability, Governance, Resource Development, External Relations, and Executive.
Participate in fundraising	Commit time to developing financial resources for the organization. This includes making a personally meaningful financial gift as well as supporting other fund development activities of the organization in a manner appropriate for board members. Review list of options
Participate in board governance decision-making	Prepare in advance for board governance decision-making at board meetings; take responsibility for self-education on the major issues before the board. Responsibly review and act upon committee and staff recommendations brought to the board for action.
Participate in board education and strategic planning	Participate in the annual board development and planning retreat each year; other events TBD.
Serve as a resource to the board and Executive Director	In general, utilize personal and professional skills, relationships and knowledge for the advancement of the organization.

I am aware that this board member position description is an expression of good faith and provides a common ground from which board members can operate. Additional information on organizational mission and board responsibilities is contained in the board orientation materials and bylaws which I have read. Upon joining the board, and annually thereafter, each board member, in consultation with the Board President, shall define and commit to his or her personal areas of participation that, collectively, provide for the promise of the ABC mission and vision. At the first anniversary of board member participation, and annually thereafter, each board member shall take stock of his or her contributions, and re-commit to appropriate ongoing activities as a condition of continued board participation.

Board Member Signature

Date

ABC Blue Ribbon Nomination Form

Please print your name: _____

Nomination #1

a) Name:

b) Contact information:

c) Company/Organization/Title/Occupation

d) Why might this person be a good nominee?

e) Would you be willing to make an email introduction?

Nomination #2

a) Name:

b) Contact information:

c) Company/Organization/Title/Occupation

d) Why might this person be a good nominee?

e) Would you be willing to make an email introduction?

Also Please Respond

3. Would you be interested in exploring possible board membership for yourself?

4. Is there any other way you would like to contribute your time or expertise to ABC?

5. Would you like to be added to our mailing list (if you are not already on it)?

If YES provide preferred email address: _____

6. Any comments / feedback?

Document provided by Frank Martinelli of the *Center for Public Skills Training*

Early Board Development

Focus:

- Understand the core values of 4-H
- Increase communication skills among board members
- Prepare board members for their role

Goal: To prepare youth and adults for their roles as 4-H board members

Objectives:

1. Members articulate the core values of 4-H.
2. Members understand the structure of the local 4-H organization and its relationship to the University.
3. Members communicate in a positive manner, and demonstrate an understanding of their own strengths and those of others.
4. Members understand their role and responsibilities as board members.

Recommended Training:

Communication Workshop

Effective communication among board members is key to the success of the organization. There are many options for increasing communication skills; participation in *Real Colors* (<https://realcolors.org/>) workshops is one such option for board members to learn about themselves and their temperaments, and also how to relate (and speak) to people who react in ways differently than they do.

Resources:

Organizational Assessment Tool

It is recommended that this tool be administered at each stage of board training. It will not only outline program direction, but also help participants track progress, and identify additional training needs.

Exploring Core Values

Understanding and applying the core values of 4-H is vital in creating a positive supportive environment where all participants are focused on the same goal.

The Three Hats

This activity plan centers on the value of board agreement on issues, and defines the various roles that board members play in an organization.

Board Member Role Description

This sample role description articulates the role of the board member, and also speaks to the long-term goal of board training, which is a board that operates in three modes of governance. This document can be used as a template to develop a role description that meets the needs of your program.

Ladder of Youth Participation

This resource from the University of Nebraska-Extension summarizes Roger Hart's work on the Ladder of Youth Participation. It is a great starting point for a discussion with Early Boards about the role of youth on 4-H boards. Used with permission from Nebraska Ext.

Where Are You Going?

This Youth-Adult Partnership Self-Assessment Tool helps participants evaluate their current partnering skills, and provides an opportunity to identify areas for growth. Reprinted here with permission from the Innovation Center. The entire training manual is available on-line at <http://www.theinnovationcenter.org/files/Youth-AdultPartnershipsTrainingManual.pdf>

Group Reflection Activity

This quick and fun reflection activity will help the group stay connected to the Core Values of 4-H (modified from the Innovation Center with permission).

Exploring the Values of Diversity – It's no mystery

This teambuilding activity replicates a study pointing to the benefits of including a diverse group of individuals on a board or committee.

Annual Individual Board Member Self-Review

This tool provides a framework for individual board members as they reflect back on their first year of board service.

4-H Youth Development Educators and County 4-H Leader Organizations

This descriptive piece clearly identifies the role of 4-H staff and 4-H Leaders Organization in Wisconsin. It is a good starting point for discussion about staff roles and 4-H Leader Organizations. It will be used in more depth in Mid-Board Training.

Guiding Principles for Board Effectiveness

An overview of guiding principles to develop and support an effective board, along with identification of four high-leverage areas in board development.

Board, Committee, and Staff Roles in 4-H Financial Management and Oversight

This tool provides an outline for the responsibilities and interaction between staff and volunteers with regard to financial management.

Understanding Conflict: A model for improvement -- Assumptions and beliefs

A quick and easy activity to challenge participants to look for opportunities for a win-win in conflict.

Understanding Conflict: The ladder of inference

The ladder is a powerful tool for helping share your own ideas, while truly listening to others. Additional conflict resources in this series are available at

<http://learningstore.uwex.edu/Understanding-Conflict-color-P1384.aspx>

Organizational Assessment Tool

This assessment tool can help guide a group discussion about how a board of directors, organization, or committee is functioning. As you answer the questions, please reflect on your experiences as a board member. There are no right or wrong answers. Your responses are your personal perception of the organization. Respond to each question by checking either "yes," "no," or "don't know" to indicate whether or not you agree. Please do check more than one answer, check in-between answers or add additional comments. (Adapted by Dan Wilson from Emeritus Professor Robert D. Bright, Community Development Specialist, UW-Extension, Family Living Programs. Revised June, 2002.)

<u>QUESTIONS</u>	<u>Yes</u>	<u>No</u>	<u>Don't Know</u>
Mission, Purpose, and Goals			
1. Is there			
a. a clearly written, updated mission statement?	_____	_____	_____
b. an annual process for setting/renewing goals?	_____	_____	_____
c. a strategic plan?	_____	_____	_____
2. Are the goals of the organization			
a. written, agreed upon, and clear to all?	_____	_____	_____
b. written in achievable language?	_____	_____	_____
3. Does the Board/Steering Committee agree on what it should accomplish short term (1 to 2 years)?	_____	_____	_____
4. Does the Board/Steering Committee agree on what it should accomplish long term (3 to 10 years)?	_____	_____	_____
Organizational Structure			
5. Do committees			
a. have a clear statement of purpose?	_____	_____	_____
b. have clear written goals and objectives?	_____	_____	_____
c. function?	_____	_____	_____
d. have specific roles and responsibilities that all members of the organization understand?	_____	_____	_____
6. Are the committee structure and membership reviewed annually for their relevancy? ...	_____	_____	_____
7. Are the organization's bylaws up to date?	_____	_____	_____
8. Is there a mechanism requiring short- and long-term planning for the board and its committees?	_____	_____	_____
9. Do terms of office provide for stable yet renewing leadership?	_____	_____	_____
Board Participation and Relationships			
10. Does the Board/Steering Committee currently have			
a. committed and active members?	_____	_____	_____
b. enough people to carry out its purposes and goals?	_____	_____	_____
c. diverse community interests and perspectives?	_____	_____	_____
d. Board members with the right mix of skills to lead/direct?	_____	_____	_____
e. a system for recruiting members for specific needs?	_____	_____	_____
f. an orientation session for new members?	_____	_____	_____
g. a drop-out or non-attendance problem?	_____	_____	_____
11. Do Board members			
a. trust each other?	_____	_____	_____
b. get along well with each other?	_____	_____	_____
c. avoid conflicts of interest?	_____	_____	_____
d. act as a team by working together?	_____	_____	_____
e. enjoy the organization's meetings and activities?	_____	_____	_____
12. Are Board members'			
a. talents being fully utilized?	_____	_____	_____
b. individual contributions recognized?	_____	_____	_____
c. collective efforts acknowledged?	_____	_____	_____
d. able to help the Board and its committees examine and improve its processes?	_____	_____	_____

	<u>QUESTIONS</u>	<u>Yes</u>	<u>No</u>	<u>Don't Know</u>
Leadership Effectiveness				
13.	Are Board decisions usually made by (choose only one)			
	a. the Board?.....	_____	_____	_____
	b. the officers?.....	_____	_____	_____
	c. the Executive Director?.....	_____	_____	_____
	d. the committees?.....	_____	_____	_____
	e. specific individuals?.....	_____	_____	_____
	f. the membership?.....	_____	_____	_____
	g. combination of the above?.....	_____	_____	_____
	h. don't know.....	_____	_____	_____
14.	Does the leadership of the Board and its committees effectively			
	a. encourage different points of view in discussion?.....	_____	_____	_____
	b. minimize personality differences?.....	_____	_____	_____
	c. deal with power struggles and hidden agendas?.....	_____	_____	_____
	d. provide and participate in educational/leadership development opportunities for you?	_____	_____	_____
	e. encourage teamwork?.....	_____	_____	_____
	f. instill enthusiasm for work to be accomplished?.....	_____	_____	_____
	g. identify and celebrate milestones?.....	_____	_____	_____
15.	Has the Board			
	a. clearly identified the roles and responsibilities of individual Board members?	_____	_____	_____
	b. clearly identified the roles and responsibilities of the entire Board?.....	_____	_____	_____
	c. developed a means to minimize individual Board members' differing expectations of the Executive Director.....	_____	_____	_____
	d. developed a means to minimize individual Board members' differing communications with the Executive Director.....	_____	_____	_____
	e. established a process for obtaining staff input for Board decision making?.....	_____	_____	_____
16.	Do Board and committee meetings			
	a. have agendas announced in advance?.....	_____	_____	_____
	b. follow those agendas?.....	_____	_____	_____
	c. proceed efficiently and effectively?.....	_____	_____	_____
	d. have timely minutes prepared and distributed?.....	_____	_____	_____
17.	Does the leadership ensure that action goes forward in an orderly manner by seeing to it that			
	a. decisions are actually made?.....	_____	_____	_____
	b. all members understand that decision?.....	_____	_____	_____
	c. someone takes responsibility?.....	_____	_____	_____
	d. those persons clearly understand their assignment and specific tasks?.....	_____	_____	_____
	e. visible results occur?.....	_____	_____	_____
	f. results are reported to the group?.....	_____	_____	_____
Fiscal Resources				
18.	Are the organization's resources			
	a. sufficient to achieve its goals?.....	_____	_____	_____
	b. being used effectively?.....	_____	_____	_____
19.	Is the organization driven primarily by its (choose only one)			
	a. budget?.....	_____	_____	_____
	b. goals/strategic plan?.....	_____	_____	_____
	c. environmental (outside) factors?.....	_____	_____	_____
	d. combination of above?.....	_____	_____	_____
	e. don't know.....	_____	_____	_____
Community Networking and Coalition Building				
20.	Does the organization relate to other community/governmental units			
	a. through ongoing, working relationships?.....	_____	_____	_____
	b. by seeking out new relationships and building coalitions of mutual interest?	_____	_____	_____
	c. by having input into public policy?.....	_____	_____	_____
	d. by marketing itself to relevant organizations?.....	_____	_____	_____
	e. through appropriate media use?.....	_____	_____	_____

Exploring Core Values

A Mini-Training for 4-H Board Members

Topic:

Organizational Development

Audience:

- Current Board Members
- Potential Board Members

Length:

1 hour

Materials Needed:

- Core Values Poster for wall
- Core Values, formatted one per page for distribution to work groups
- Flip Charts
- Markers

Advance Preparation:

- Prepare individual core value sheets, one per group (prioritize for group's needs)
- Create Core Values poster

Activity Developed by:

Paula Rogers Huff, Kevin Palmer, and Dawn Kuelz VandeVoort, University of Wisconsin-Extension, 2013.



BACKGROUND:

The core values of an organization are the key to getting everyone in the organization on the same page and moving together in the same direction.



This activity is designed to explore the core values of the 4-H organization. As a result of their engagement in the exploration, participants will develop a shared understanding of what those values look like in the organization and how they can be used to "walk the talk".

WHAT TO DO:

Anticipatory set

Begin the activity by asking the participants to share what they personally value about the 4-H program. Record answers on flip chart paper.

Reveal the **4-H Core Values** (see attached) in wall poster form (flip chart). Ask for connections between what was shared by participants and the core values of 4-H.

Guided Practice

In preparation for small group work, the facilitator should then introduce IF-THEN thinking to the group by demonstrating how to turn a core value statement into an IF-THEN statement, using one of the core values as an example, as in the following:

The core value *"4-H is connected through service to the community"* becomes:

IF we believe that 4-H is connected through service to the community, ***THEN***.....

The facilitator will prompt the group to explore the THEN question by asking:

- THEN what?
What are some things that you might see, hear, or feel, about our 4-H program as we apply this core value in our organization?

The second step of this process is to outline steps or actions that can be taken to ensure that those things are happening, or continue to happen. A prompt for this step might be:

- What are steps that the board (or this group) can take to make sure that those things happen, or continue to happen?

--> Encourage work groups to record their answers on flip charts for later presentation.

Small Group Work

Divide the participants into groups of 3-5, using a non-selective method such as counting off.

Assign each of the groups a different core value. Instruct them to take the next ten-fifteen minutes and explore that core value with IF-THEN thinking, keeping in mind the following questions:

- What are some things that you might see, hear, or feel, about our 4-H program as we apply the core value in our organization?
- What are steps that the board (or this group) can take to make sure that those things happen, or continue to happen?

Reporting Back

Allow each group five to ten minutes to share their group work.

TALK IT OVER:

- Why is it important that we put the Core Values into action in our organization?
- What is the board's responsibility in translating the core values to action in our organization?
- How can we keep the Core Values front and center in our organization?

The Core Value of 4-H: Positive Youth Development

In 4-H, we make the following assumptions that support the core value of 4-H:

- 4-H is a non-formal educational program where youth learn and practice life skills through their club experiences and their project work.
- Youth are actively involved in their own learning.
- 4-H provides a flexible environment to accommodate many different needs and interests.
- 4-H delivers programs through a variety of methods and groups.
- Young people have rights and should be treated with respect.
- Young people make decisions individually and as a group (and sometimes they fail).
- Youth and adults work as partners.
- 4-H programs are inclusive.
- 4-H is connected through service to the community.

Essential Elements of Positive Youth Development

Independence

Generosity

Belonging

Mastery

The Three Hats

A Mini-Training for 4-H Board Members

Topic:

Organizational Development

Audience:

- Members of Board of Directors
- Potential Board Members

Length:

20 minutes

Materials Needed:

- Three hats with obviously different functions, such as formal, sport, gardening (optional)
- Printed "Three Hat Description Cards"(see attached)
- Flip Chart and markers

Advance Preparation:

- Print "Three Hat Description Cards" (see attached)
- Write prompting statement on flip chart paper and post in room.
- Write prompting questions on flip chart paper (reserve for activity)

Source for Hats material: Frederic L. Laughlin and Robert C. Andringa. 2007. Good Governance for Nonprofits, AMACON, 192 pp.

Citation:

John Carver and Miriam Carver. 2009. Carver Guide Series on Effective Board Governance. Jossey-Bass, 48 pp.

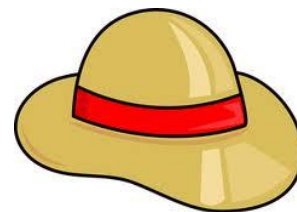
Activity Developed by:

Paula Rogers Huff and Kevin Palmer, University of Wisconsin-Extension, and Frank Martinelli, Center for Public Skills Training
2015



BACKGROUND

Board members wear different hats as they make various contributions to their non-profit organizations. Problems arise when board members and/or staff members confuse these hats or when board members assume that individual and collective board responsibilities are interchangeable.



In this activity, participants will explore three different "hats" that board members wear.

WHAT TO DO

Introducing the Topic:

Think-Pair-Share is an effective strategy to help participants frame their thoughts and prepare them to explore the **Three Hats of a Board Member**.

THINK

Ask the group to consider the following prompting statement (from Carver and Carver, 2009), thinking about what it means and why it is important, to themselves, for a minute or so.

Boards speak with one voice, or not at all.

PAIR-SHARE

Next, ask the participants to turn to the person next to them, and briefly share their thoughts about the statement. **Note:** with an odd number of participants, three can "pair" together.

Before the paired discussions begin to lag (usually three to four minutes), call the group back together and ask for individuals to share their thoughts and/or discussions with the larger group. Record key thoughts on the flip chart under the prompting statement, if desired.

Exploring the Three Hats:

Divide the participants into three groups, using an equitable method, such as counting off.

Give each group a hat, along with one of the printed "**Three Hats Description Cards**". The instructions for the groups are as follows:

You will be given 3 minutes to share what you know about this hat with the entire group. In preparation, please consider the following:

- What's important about this hat?
- When is it worn?
- Who does this hat report to?
- What is this hat's relationship to authority?
- What is one example in our organization of this hat being worn?

Talk it Over:

- What did you hear in the activity that was new to you?
- How has the **Three Hats** activity increased your understanding of your role on the Board, and in the organization?
- What might you do differently now, in thinking about the Three Hats that you potentially wear in this organization?
- How might the Three Hats increase your board's effectiveness?

Facilitator: If it did not come up in the discussion, be prepared to ask questions specific to the organization with which you are working, such as:

- Where does committee work fall?
- Who in our organization is authorized to act in case of urgency or emergency? (How are they given that authority? Or are they given that authority?)

The Three Hats Description Cards

The Governance Hat

The board is the ultimate legal authority for the organization. Non-profits are authorized by the government and that means that they are accountable to the public for their actions including their finances.

In 4-H, local boards are also authorized by National 4-H as part of the 4-H organization, and are accountable to them through their local 4-H staff person.

An **individual** board member has no authority in governance. Governance is a **group** action.

The Governance Hat is worn only when the full board meets, proper notice has been given, and a quorum is present.

The Implementation Hat

Occasionally, the board delegates at least one of its members to act in its behalf to represent the organization's interests with another group, for example, or to negotiate the purchase of an item. Such authority is not automatic, just because a person is a board member. It depends on the board's having given its authority acting by resolution in an official meeting.

The Implementation Hat is worn only when the board gives one or more board members authority to implement a board policy.

The Volunteer Hat

As a volunteer, a board member has no individual authority simply by virtue of his or her position on the board. When wearing the volunteer hat, the board member is always accountable to another person in the organization.

When the board member is involved in organizational activities as a volunteer, he or she is wearing the Volunteer Hat.

Board Member Role Description

(Sample)

The Board of Directors of the XYZ County 4-H Leaders Organization strives to serve in three modes:

- **Watchful:** Ensures that policies and procedures of the organization are followed
- **Planning:** Conducts program planning including organizing work teams and committees around strategic priorities
- **Creative:** Anticipates future trends – “Who are we reaching, how well are we doing, how can we do better?”

Purpose:

- Board members make a commitment to the 4-H county members, leaders and families to serve as a liaison, and act on their behalf in a decision-making role
- Board members work in partnership with the 4-H Youth Development staff person to explore the interests and needs of people at the local level, and to assist in conducting programs to meet those interests and needs.

Time Required:

- Adult directors hold a three-year elected term (8 two-hour meetings per year; may be asked to serve as co-liaison to one committee)
- Youth directors hold a two-year elected term (8 two-hour meetings per year; may be asked to serve as co-liaison to one committee)
- Directors are expected to read all materials for the consent agenda sent in advance of the board meetings.
- Directors are also expected to attend the 4-H Leaders meetings (4 times per year)
- Directors are expected to attend a one-day local or regional training meeting per year.

Qualifications:

- Adult directors: Certified 4-H leader; Youth directors: 4-H members involved in youth leadership
- Sensitivity to 4-H member and club needs
- Sensitivity to current needs of youth and families
- Ability to set priorities and assume responsibilities
- Committed to working in a youth/adult partnership

Responsibilities:

- Attend each board meeting (8 per year), and all Leaders Organization meetings (4 per year).
- Serve as a co-liaison to one committee, if requested; recruit volunteers from clubs for committees, as needed
- Commit to working in a positive and productive manner for the good of the 4-H program

- Stay informed about current 4-H programs at area club level, county level, and regional level
- Seek ideas from others involved in the 4-H program about their interests and ideas for future directions of those programs
- Report to area clubs of the activities for the 4-H program and offer assistance to area clubs when needed
- Plan or assist with the planning of timely, effective programs that meet the needs of all people within the county, working closely with 4-H Youth Development staff person
- Advocate 4-H to public and private sector
- Represent the organization in a positive manner to the public and to private industry

Adapted from Lincoln County WI 4-H, February 2011

Oconto County WI Leaders Association, November 2012

Revised 2016

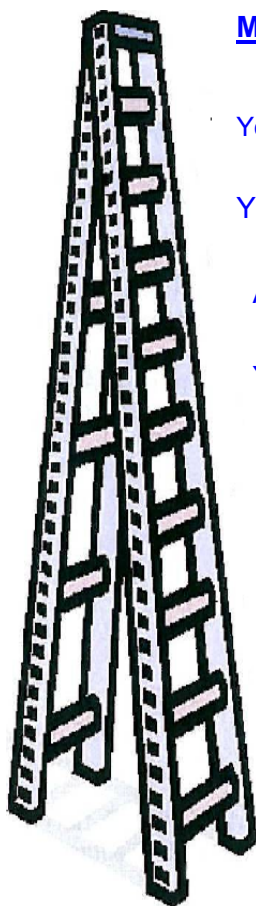


4-H VOLUNTEER INFORMATION SERIES

N e b r a s k a 4 - H Y o u t h D e v e l o p m e n t

Ladder of Youth Participation

As we work with youth, it is important to remember that we are preparing youth for leadership and life experiences. This preparation needs to happen in the most positive and meaningful way. The following ladder is a guide to help lead the partnerships in a positive direction. The higher up the ladder, the more meaningful the action is for the youth. The bottom four rungs demonstrate the adults clearly have the power and control. In the top four rungs, the power and control begin to shift. The bottom four rungs are not necessarily bad, but less meaningful for youth. The top three areas are places that we want to see youth in their leadership involvement. One is not necessarily better than the other.



Maximum Youth Involvement/Youth as Partners

Youth initiated and directed by youth

Youth initiated but share decisions with adults

Adult initiated but share decisions with youth

Youth are consulted and informed

Youth are informed and assigned tasks

Youth are tokens; may be asked for ideas

Youth are used as decorations for the program

Youth are used to communicate adults' messages

Minimum Youth involvement/Youth as Objects

Youth Initiated, Shared Decision with Adults: Youth come up with the idea and initiate adult involvement. The two work together to share the decision-making. This is the most meaningful partnership for youth.

Youth Initiated and Directed: Youth come up with the idea and take the leadership and run with it.

Adult Initiated and Directed: The ideas of several adults who consult with and share ideas with young people in order to make it work for both youth and adults.

Consulted and Informed: Youth are asked what they think and want, but do not really have many choices. Adults still tell youth what their role is but at least they ask first.

Assigned and Informed: Youth and adults are working together and youth may have an active role but they are pretty much told what to do. Adults will think of the idea, want the money, and tell the youth what their role is.

Tokenism: Making small concessions to kids. Youth may feel empowered for a short period of time but then nothing happens. Examples: Youth forum in which a youth voice is expressed but not taken any further. Youth are given title of “Jr. Staff” but have no say in decisions at all.

Decoration: Agency honors youth once a year in a ceremony, awards banquet, article in paper, etc. This is not a bad thing to do, but is not necessarily meaningful in terms of partnerships.

Manipulation: A program for the benefit of the adults involved. Youth involvement might be a grant requirement. Young people are USED to get the grant funds.

where are you going?

A Youth—Adult Partnership Self-Assessment Tool

The Youth—Adult Partnership Self-Assessment Tool is a way for you to examine how you are doing as an active participant in a youth—adult partnership. This tool can help you identify your current strengths, motivation, actions, and needs. The assessment can also support you in establishing new goals and pinpointing areas of development that you may want to focus on. Self-assessment can assist youth—adult partnerships in becoming more effective.

This is not a test! Rate yourself on a scale from 1 to 5, with 1 meaning that you are a beginner in the subject and 5 meaning that you are an expert or have a great amount of experience.

In the first column, write the number corresponding to where you see yourself now. In the second column, indicate where you would like to be. Complete “Your Three-Point Plan” table to help you get to where you’d like your youth-adult partnership to be.

where are you going? - a handout

youth-adult partnerships - a training manual

your three point plan

Use the table below to create a three-point plan that will help you get to where you'd like to be with regard to youth–adult partnerships. Identify and rank three areas of priority (areas of development) you would like to focus on, and create your own plan of action.

Order of Importance	Actions	Help or Resources Needed	Time Frame
1.			
2.			
3.			

Group Reflection Activity

Head, Heart, Feet!

Audience: 4-H Board, comprised of adults and youth

Purpose: After meeting reflection

Time: 2 minutes per participant

Materials: Flip Chart and markers

Directions:

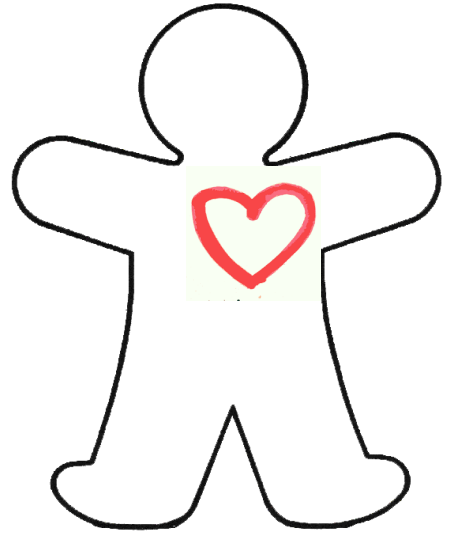
Draw a silhouette of a person on flip chart paper, and ask the board to think about the meeting in which they just participated.

Begin by asking them to think about what they learned at the meeting today (**HEAD**). Write their responses near the head area of the drawing.

Follow the process with the other questions:

HEART: What is an example of work we did today, or planned for today, that connects with our Core Values?

FEET: What will you take away from the meeting today? Or, what will you do as a result of what you learned, felt, or saw at the meeting today?



HEAD, HEART, AND FEET was adapted from: *Youth Adult Partnerships – A Training Manual. 2003. The Innovation Center for Community and Youth Development, National Network for Youth, and the Youth Leadership Institute, 260pp.*

Exploring the Values of Diversity With a Mystery!

Topic:

Organizational Development

Audience:

- Members of Board of Directors
- Potential Board Members

Length:

45 minutes

Materials Needed:

- Flip Chart and markers

Advance Preparation:

- Print and separate clues from one of the mysteries linked below.

Citations

Katherine W. Phillips.
October 2014. *How Diversity Makes Us Smarter*. Scientific American.

A mystery for mature audiences:

<https://extension.purdue.edu/4h/Documents/Volunteer%20Resources/Past%20Congress%20Lesson%20Plans/Murder%20Mystery.pdf>

A mystery for younger and mixed audiences:

see Marvin's Mystery, pages 24-27 in
<http://wvde.state.wv.us/insite/files/Leadership%20Lessons.pdf>

Activity Developed by:

Paula Rogers Huff, Kevin Palmer, and Denise Retzleff, University of Wisconsin-Extension, 2016



BACKGROUND:

In her article *How Diversity Makes Us Smarter*, Katherine W. Phillips tells of an experiment that she and a colleague conducted to look at the effects of racial diversity. In the experiment, a number of small groups were formed. Some groups were racially diverse, while others were not. Each group was asked to solve the same murder mystery activity.



In the activity, all members had access to the same basic information, but in each group, individuals were given clues that were only known to themselves. To solve the mystery, individuals in each group needed to share their unique clues.

The results? The groups with racial diversity did significantly better than those without any racial diversity. The researchers postulated that when individuals are with others that they perceive as similar to themselves, they are likely to think that others have the same information and the same way of looking at things. According to Phillips, "This perspective, which stopped the all-white groups from effectively processing the information, is what hinders creativity and innovation."

WHAT TO DO:

Mystery Activity

Without sharing the *Background* material (above), explain to the group that they will be solving a mystery as their opening activity for their board meeting.

Deal clues face-down to each board member, until all clues have been distributed. Each participant should have at least one clue.

The rules are as follows:

- Clues can be communicated verbally only. (Clues cannot be shown to other participants.)
- Clue cards cannot be marked in any way by participants.

- Participants are to solve the mystery as presented by facilitator (who will read the directions from one of the two mysteries referenced in the citation section).

TALK IT OVER:

Discussion Questions:

- How were your ideas and perceptions about the mystery different than others?
- When people in the group come with different perceptions or experiences, how does it enrich the group experience?
- Could you have solved this mystery without all the clues? How does having input from a variety of people help to find the best answers?

At this point, when the group has processed their own experience with the activity, share the *Background* information regarding the set-up of the experiments. Explain the results including the findings that adding racially diverse individuals to a group greatly increased the speed at which mysteries were solved.

- The effects of diversity are also correlated with creativity and innovation. How might our 4-H program benefit from increased diversity?
- Who are we missing around our board table?
- How might we work to strengthen diversity on our board? In our 4-H program?

Note: Below are additional points to consider sharing throughout the discussion, where appropriate:

- The researchers believe that if we are interacting with individuals very similar to ourselves because we think others that are like us have the same ideas and the same perspectives as we do.
- When we perceive that someone is different than we are, we work harder to explain ourselves, and also to consider what others are saying.
- Diversity in groups is associated with creativity, innovation, and deeper cognitive action.
- These results are not just associated with racial diversity. An experiment with Republicans and Democrats paired together (again discussing a mystery) showed these effects also.

Annual Individual Board Member Self-Review

Name: _____

Think back to your experience as a board member over the last year. How do YOU think you did in the following areas (the ones that apply):

	I NEED IMPROVEMENT	I DID OK	I DID WELL
My attendance at board meetings			
Using our 4-H core values to shape our programs and events			
Building relationships with other board members			
Sharing my ideas with the group			
Listening carefully as others shared their ideas			
Contributing to the group as they made decisions			
Thinking broadly about how our 4-H program can reach new audiences.			

- As you look at your ratings of your experiences as a board Member in the last year, what factors helped you do well?

What factors could help improve your performance?

- What might you need from the board to maintain/increase your level of board commitment?
- Do you have any other comments or suggestions that will help the board increase its effectiveness?



4-H YOUTH DEVELOPMENT EDUCATORS & COUNTY 4-H LEADER ORGANIZATIONS

January 2011

The Link between Cooperative Extension, UW-Extension and 4-H Leader Organizations

4-H is the youth development program of the United States Department of Agriculture and the Cooperative Extension System of the nation's land-grant universities. 4-H Youth Development programming in Wisconsin has a dual focus - providing educational programs for youth, and youth development leadership for communities. 4-H groups are created solely to extend and support Cooperative Extension's youth educational programs, and are considered a formal component of Cooperative Extension's educational efforts. 4-H groups and organizations are accountable to Cooperative Extension for their activities and finances. Their continuing existence is dependent upon Cooperative Extension's authorization and oversight. This oversight is provided at the local level by the 4-H Youth Development Educator.

The 4-H Youth Development Educator Role

The 4-H Youth Development Educator is charged with overall leadership and oversight for all 4-H Youth Development programs and groups in the county. This includes guidance and support for the 4-H community club program, 4-H outreach programs, and serving as a community leader in youth development. The 4-H Youth Development Educator works with the county 4-H Leader Organization and Board of Directors as:

Educator

- Provides leadership and support for the county 4-H Youth Development program
- Serves as the link to the larger 4-H Youth Development and UW-Extension system
 - Provides knowledge of state and national resources, new programs, policies and sources of training
 - Brings state and national materials, educational opportunities, policies and advice to the county
- Provides resources and information for 4-H groups in organizational decision making
- Teaches content in youth development, organization building, and volunteer development through informal conversations, phone calls, newsletters, group presentations, participation in meetings and development of educational materials

Educational Administrator

- Responsible for assuring that all programs bearing the 4-H name and emblem are consistent with the mission and goals of Cooperative Extension's 4-H program
- Ensures compliance with state and national 4-H policies, procedures and expectations
- Ensures that local 4-H program decisions comply with federal and state nondiscrimination laws and policies
- Provides education and management for financial accountability for county 4-H clubs and groups so they meet federal and state tax requirements and receive ongoing approval of tax-exempt status

4-H Volunteer Manager

- Implements the Wisconsin 4-H Youth Protection Program
- Establishes and maintains a comprehensive 4-H volunteer development and management system that includes selection, orientation and training, utilization, recognition, and evaluation of volunteers
- Provides educational leadership and support to volunteers in delivery of the 4-H community club program

Youth Development Leadership

- Provides the academic preparation, skills and resources for a comprehensive youth development program in the county
- Facilitates the positive development of young people through 4-H clubs and activities
- Supports youth engagement in 4-H-sponsored opportunities
- Provides opportunities through the 4-H community club program for older youth to assume leadership roles and responsibilities

4-H Leader Organizations

Organized at the county level, the 4-H Leader Organization works closely with the 4-H Youth Development Educator. The organization brings together volunteers to serve as a venue for volunteer leader training and an organizing mechanism in providing volunteer and financial support for county level educational opportunities for 4-H members and 4-H volunteers. The organization consists of 4-H volunteer leaders and may include 4-H members, who are the voting members. Meeting frequency varies from monthly to annually. This countywide organization exists in many, but not all counties. 4-H Leader Organizations are not responsible for the hiring and supervision of 4-H Youth Development staff or the selection and supervision of volunteers. 4-H Leader Organizations:

Conduct Supplemental County Level Programs for Youth

- Establish educational opportunities for youth beyond the club level, such as camp, member exchanges, county fair, or project activities
- Support volunteer development and education through training, financial support and promotion of opportunities
- Seeks advice from the 4-H Youth Development Educator

Raise Funds and Manage a Budget to Support 4-H Youth Development Work

- Develop and manage a budget that supports 4-H Youth Development work
- Fundraise to support these budgets

Coordinate County Level Recognition

- Develop meaningful recognition for young people and volunteers

Represent 4-H Youth Development to the Community

- Establish and support a promotion committee or Ambassador program

Advocate for 4-H Youth Development

- Maintain personal contact with stakeholders including elected officials for understanding of the benefits of 4-H
- Advocate the value of 4-H Youth Development Programs in the County
- Market and promote 4-H programs

Provide input on new 4-H Youth Development opportunities and youth and volunteer needs

- Explore new 4-H youth development opportunities and challenges
- Provide advice on youth and volunteer needs and issues
- Work to ensure that all youth participating in Extension youth groups have equal access to 4-H Youth Development programs including 4-H community clubs, after-school groups and others

4-H Leader Organization Board of Directors

This elected body works closely with the county 4-H Youth Development Educator in providing leadership for the activities of the 4-H Leader Organization. This includes compliance with state and federal policies and laws. The Board often makes recommendations on issues for discussion and action by the organization's membership, and is accountable to the membership of organization. Youth leaders and adult volunteer leaders are eligible to serve on 4-H Boards. Organizational by-laws outline election processes and length of terms. Leadership roles that the Board provides include:

Organizational Planning

- Ensures understanding of the purpose of the 4-H Leader Organization has a vision of how their organization should operate and establishes steps to make these visions happen.
- Provides leadership for the organization

Policymaking that Relates to the 4-H Leader Organization

- Establishes by-laws that give direction to how the local 4-H Leader Organization policies are developed and communicated.
- Makes recommendations on policy issues for discussion and action by the organization's membership.

Enforcement of Policies

- Ensures 4-H Leader Organization compliance with state and national 4-H policies, procedures and expectations and that decisions comply with federal and state nondiscrimination laws and policies
- Oversees any issues related to 4-H Leader Organization policies and implements a fair and equitable procedure for addressing those concerns

Legal Responsibilities

- Provides leadership for completion and submission of the 4-H Charter Renewal documents
- Provides leadership that makes sure the business of the organization is accurately recorded and reported to the membership. Board members should avoid conflict of interest questions by abstaining on votes in which they might personally gain.

Financial Responsibilities

- Provides leadership for budget development and oversight
- Establishes and implements legal and accountable banking and check writing policies for the 4-H Leader Organization, including completion of an annual audit
- Involves the 4-H Leader Organization membership in budget adoption, fund raising commitments, and annual audits
- Provides leadership and assurance for compliance with federal and state tax reporting requirements.
- Seeks advice from the 4-H Youth Development Educator

Committees

4-H committees bring youth and adult volunteer leaders together to focus on a specific purpose, event, activity or project. 4-H committees can be formed through the 4-H club, county 4-H program, or through a 4-H leader organization. The work of 4-H committees is important for 4-H clubs and the 4-H county program for joint decision making, planning and carrying out 4-H experiences. They provide opportunities for developing leadership, citizenship, teamwork, decision-making, planning, organizational and evaluation skills.

- All committees are ultimately accountable to the 4-H Youth Development Educator.
- Chartered committees who handle their own finances are required to complete a charter renewal packet each year which is due to the 4-H Youth Development Educator by Dec. 1
- There are variations among counties in organizational and committee structures, but communication between committees, county organizations, members, and the 4-H Youth Development Educator is necessary and should be clearly defined.
- Committees need to have by-laws or operating guidelines in place. Guidelines are to be distributed to each member of the group or committee and reviewed annually with the group.
- Voting members on committees are 4-H volunteer leaders and youth members/leaders. Committee meeting minutes are to be accessible to all committee members including the 4-H Youth Development Educator.
- Seeks advice from the 4-H Youth Development Educator

Guiding Principles for Board Effectiveness

The following beliefs and practices are in place:

1. A board of directors that knows what its roles and responsibilities are and is committed to faithfully carrying them out
2. The Governance as Leadership framework as the foundation for board development.¹
3. Professional staff, with board support needed to effectively carry out staff responsibilities.
4. A solid board/staff partnership based on clearly defined and agreed to roles and responsibilities.
5. An effective recruitment, training and development process resulting in board and committee members who are passionate about the 4-H mission, vision and core values, and have needed skills, knowledge, and community contacts.
6. A committee and workgroup structure that helps the board carry out its responsibilities.
7. The committee and workgroup structure provides for engagement of board, volunteers and other community stakeholders/supporters.
8. Information systems that deliver data needed by the board to carry out its roles.
9. Everything aligned with mission, vision, core values and strategic priorities resulting from development of a strategic plan that the board has had a hand in creating and to which it is deeply committed.

High Leverage Areas for Board Development

Efforts to enhance effectiveness of boards are often focused on the following areas:

1. Recruitment and On-Boarding
2. Leadership Development/Succession Planning
3. Committees, Workgroups and Other Ad-hoc Structures
4. Board and Committee Meetings

¹ In Governance as Leadership: Reframing the Work of the Nonprofit Board, the authors describe 3 modes of governance: **fiduciary mode**, where boards are concerned with the stewardship of tangible assets; **strategic mode**, where boards set higher level strategy in partnership with management; and **generative mode**, where the board's central purpose is to be a source of leadership for the organization and its principal role is as a "sense maker", discerning those emerging new forces and factors that will have future impact on the organization, people served, and community in general.

Board, Committee, and Staff Roles in 4-H Financial Management and Oversight

Finance Committee's Role	Staff's Role	Board's Role
Prepares a draft budget and submits it to staff for review. Presents reviewed budget to the full Board with back-up information.	Reviews draft budget to ensure compliance with 4-H Youth Development Policies.	Approves a budget that reflects the 4-H organization's goals and Board policies.
Reviews monthly financial statements with the Treasurer.	Reviews monthly financial statements to ensure compliance with 4-H Youth Development Policies.	Reviews monthly or quarterly financial statements.
Reviews accounting and internal control policies and makes recommendations for improvements.	Raises policy issues related to organization's financial management.	Ensures adequate financial controls and that financial reports are in accordance with accounting practices.
Reviews the audited annual financial report.	Reviews the audited annual financial report and offers recommendations to the Board.	Reviews the audited financial report.
Regularly reviews and makes recommendations about investment policies.	Annually reviews investment policies to ensure compliance with 4-H Youth Development Policies.	Reviews and approves the organization's investment policies annually.
Acts as a liaison between full Board and staff on fiscal matters.	Coordinates finance committee and board training on financial matters.	Is well-informed about the organization's finances.

Understanding **CONFLICT**

A model for improvement —Assumptions and beliefs

Objective

- Understand and apply the concept that assumptions about success can have an impact on the results in a conflict situation.

Audience

High school and above

Time

15-20 minutes

Supplies needed

- Flip chart
- Markers (for recording scores)

Source

Adapted with permission from materials developed by Rob Ricigliano and Nancy Burrell,

Prepared by:

Paula Rogers Huff
4-H Youth Development Agent
Oconto County
University of Wisconsin-Extension

University of Wisconsin-Extension is an EEO/Affirmative Action employer and provides equal opportunities in employment and programming, including Title IX and ADA requirements.

Background

The resolution of conflict doesn't have to be that one person "wins" while the other "loses."

For many of us, our assumption in conflict is that someone wins and someone loses. Most of us have had that assumption reinforced often enough in our lives that it has become part of how we think. So when we are put in a situation that implies conflict, we approach it in the only way that we know—with the assumption that one party will win while the other will lose.

But what if we want different results in conflict? Perhaps we'd like to have a situation of mutual gain, where everybody "wins"? If we change our assumptions (someone wins, someone loses), we can then change our thoughts. Changing the way we think leads to changes in the way we act, and yes, we can get a different result!

What to do

Begin the session with the Arm Activity. Give no explanation about why you are doing the activity, except to say that it is an icebreaker to get the group thinking about conflict.

The arm exercise (directions)

1. First rule in this activity is **no talking**.
2. Next you need to find a partner.
3. Each of you will assume the position that I am now demonstrating...right arms up, elbows on table, grasp hands...
4. The object of this game is to **get as many points for yourself** as you can. You get a point each time your partner's hand touches the table. You have 15 seconds. GO!

Facilitator: Monitor the room.

Observe those pairs that are struggling with each other (e.g.

muscles clenched and trying to win). Note any groups that are cooperating by letting their arms be put down to the table. Re-group after 15 seconds or so, and process.



Understanding CONFLICT

Processing

Your goal in processing is to identify the assumptions that participants made about the exercise.

- Have participants share their scores. You might want to start by asking if anyone had a 0-0 tie.
- Talk to a team that struggled (0-0 or 0-1). Ask them, "What was this like for you?" or "What did you do first?"
- Pick a team that cooperated (high score-high score). Ask them the same questions.
- Ask if any pair had someone who accommodated while the other did not.
- Summarize the activity, focusing on the assumptions made by individuals. For example, one group may have seen the activity as a competition or a struggle, while another may have seen it as an opportunity to cooperate.

Facilitator note: Cooperation in this activity can lead to both parties getting a high score (example: 20-20). If this happens you may want to focus on the non-verbal clues that were given to change the game from one of struggle to one of cooperation.

Main teaching point

(delivered AFTER processing the exercises):

A simple model which explains the results we got in the activity (and also in the real world):

Assumptions or beliefs ➡ **How we think** ➡ **How we act** ➡ **Results**

Discuss the model in terms of the arm exercise:

Competition	➡	Strike first	➡	struggle	➡	Score: 0-0
Accommodate	➡	Let others win	➡	give in	➡	Score: 0-8
Cooperate	➡	Cooperate	➡	give in first	➡	Score: 9-9

Our assumptions influence how we think, then act, and the results that we get. If you want a different result, *try changing your assumption.*

Applying the assumptions model

- Ask someone who struggled during the Arm Activity, what s/he might have done differently in the activity if his/her assumption had been that the pair would cooperate to get a good result for both parties.
- Extend the model to negotiation and conflict resolution and point out that if we want a different result in negotiation or conflict, we may want to change our assumptions before we approach the situation.
- Ask participants to share an everyday conflict situation. How might you approach that conflict if your belief or assumption was that someone needed to "win"? How might you approach that conflict if your assumption was that both parties could "win"?

Summary

We can achieve a different result in conflict if we change our assumption that if someone wins, someone else must lose.

Understanding **CONFLICT**

The ladder of inference

Objective

- Recognize how perceptions are explained and defended in conflict.
- Use the "ladder of inference" to explore data and reasoning used in reaching a conclusion.

Audience

High school and above

Time

30 minutes

Supplies needed

- Flip chart
- Markers

Do ahead

Prepare shoe store visual

Source

Adapted with permission from materials developed by Rob Ricigliano and Nancy Burrell, University of Wisconsin-Milwaukee

Prepared by:

Paula Rogers Huff
4-H Youth Development Agent
Oconto County
University of Wisconsin-Extension

University of Wisconsin-Extension is an EEO/Affirmative Action employer and provides equal opportunities in employment and programming, including Title IX and ADA requirements.

Background

Conflict is very difficult for most people even though it is something that we all experience on a fairly regular basis. For many, part of the difficulty lies in experiencing the unpleasantness that may accompany conflict. The unpleasantness often comes into play when parties approach a problem or situation with different conclusions, and then argue over those conclusions.

In this lesson, we look at ways in which we can inquire to sincerely understand another's conclusions, as well as ways in which we can share our own information.

What to do

Shoe store problem

Introduce the shoe store problem (see attached support materials) by asking the group to work individually, with no talking. Tell them that when they have the problem solved, you'd like them to write their answer on a piece of paper. When everyone at their table has finished, they are to come to consensus as to the answer.

As facilitator, monitor the tables to get an idea of the direction your processing may take. Listen for how people are defending their positions, sharing data, or asking good questions.

Ask the groups to share their answers. If possible, wait until you are done processing to share generally accepted answer (see attached). You may want to write the answer on a flip chart. Review the activity by focusing on how people shared and defended their perceptions.

Ask processing questions that lead participants to understand when they are defending their answers (conclusions) rather than sharing data.

Ask a table that got the wrong answer:

- How did you deal with differing perceptions in your group?
- How did you reach consensus? (You may hear that they voted, or that someone finally gave in.)

If one table answers \$40 (the "correct" answer), ask them:

- Could you describe the process you used to come up with your shared answer?
- How was consensus reached in your group?

Make the point that some groups or individuals may have been arguing at the level of conclusion, while some groups shared their data and then their reasoning.



Ladder of inference

1. Introduce the ladder of inference (see attached), and explain the different levels on the ladder, emphasizing how different the reasoning and conclusions can be when we select different data.

Main teaching points

- We select different data.
 - We interpret data differently.
 - We come to different conclusions.
 - Conclusions may differ not because one person is right and the other wrong, but because we select different data and interpret it differently, thereby giving different perspectives in the same situation.
 - For mutual understanding in conflict, all parties need to share their data and reasoning.
2. **Guided practice:** It's hard to strip away all inferences and conclusions and get to data. Using the Ladder of Inference as a model, ask the group to describe an object in the room (table, pen, etc.) using DATA. If you are given an answer that doesn't seem to be data, ask the group where they think that falls on the ladder (i.e. "It's a pen" is at the level of conclusion.).
Optional: Provide common household objects and have participants work in groups to describe the objects as data.

3. Applying the ladder to conflict

situation: When you are in a situation where you are in conflict with another party, use the ladder of inference to get at the other party's reasoning and data, instead of their conclusions. Don't forget to use the ladder to share your own data and reasoning, also!

Teaching point: To get below the level of conclusion—push down the ladder of inference with good questions. For example, "Can you tell me what led you to think that?" or "What did you see that made you think that?"

To share your own thoughts, start at the bottom and work your way up the ladder. (i.e. "Let me tell you what I saw.")

4. Group activity "We select different data..."

Inform the group that you have a riddle for them that will help them think about data. Here it is:

You are driving an empty bus, going away from town toward the east for 12 miles. You turn to the right (south) and go for 6 more miles where you stop to pick up 7 passengers. Now you turn west and go for 3 miles where you pick up 4 passengers. Two passengers get off at this stop. You continue on for 9 miles where you turn to the north for 4 miles, let off 1 passenger, pick up two. You continue straight ahead for 2 more miles where you reach your destination.

Raise your hand if...

- you can tell me how many people are left on the bus?
- you know how many total miles the bus traveled?
- you can describe the bus route to me?
- you can draw me a map of where the bus went or where will it end up?

Now for the real question—Raise your hand if you know the age of the bus driver. How many of you listened for something else?

Teaching point: We select different data based on many different things, including our interests, what we understand, and what we are looking for.

Enhance

- Set up a ladder with a data pool beneath. In the data pool, place lots of cards on which are printed bits of data.
- Provide ample opportunity for less experienced groups to practice asking questions that draw out reasoning and data from conclusions.

Summary

We often see and hear things differently than others—and how we see and hear things may lead us to different conclusions. The Ladder Of Inference provides a model for inquiry into the data, reasoning, and conclusions of others, while providing a means for us to share our own data, reasoning, and conclusions with others.



The shoe store problem

A customer walks into a shoe shop early one morning. The customer finds a pair of shoes. The price of the shoes is \$60 and the customer gives the clerk a \$100 bill. The clerk does not have change for the \$100 bill, so he goes next door to the restaurant and asks for change. The restaurant gives the clerk 10 \$10 bills in exchange for the \$100 bill. The clerk returns to the shoe shop, gives the customer the shoes and \$40 change. Later in the day, the owner of the restaurant comes to the shoe shop and tells the clerk that the \$100 is counterfeit and demands \$100 back. The clerk gives the owner of the restaurant \$100. Not counting the price of the shoes (\$60), how much cash has the shoe shop lost?

The shoe store solution

Customer	Shoe store	Restaurant
\$100	\$100	\$100 (gives change back to shoe store)
	\$40 to customer, keeps \$60	
\$40	Gives the restaurant his original \$60 (from the \$100 in change) PLUS \$40 from till	
	Total cash lost = \$40	



How perceptions work



Mid-Board Development

Focus:

- Strategic Planning
- Board operations including consent agenda and committee structure

Goal: To prepare the board to implement the best practices for 4-H boards.

Objectives:

1. Board members articulate the mission and vision of 4-H Youth Development for their county or area, and make decisions based upon them.
2. Board adopts governance practices that move toward an increased level of board engagement and efficiency.
3. Board embraces the core values of 4-H and creates a culture based upon those values.
4. Board regularly seeks feedback and explores new ways of looking at things.

Resources:

County Mission and Vision

Mission, vision, and values are the backbone of any organization and an important part of the strategic planning process. Sample statements of mission and vision from a Wisconsin county organization are presented here; core values are available on page 29.

Organizational Assessment Tool

It is recommended that this tool be administered at each stage of board training. It can provide an outline for program direction, and also help participants track progress, and identify additional training needs.

Are We on Target Reflection

Assessing their work as a board, gives directors an opportunity to see the progress that they have made, and to identify areas that need strengthening while maintaining focus on mission, vision, and values.

How Diversity Makes Us Smarter

A mini-lesson plan focusing on the exploration of a thought-provoking article on diversity that provides evidence for why we perform better in diverse groups.

Strategic Planning

Strategic planning is a critical piece in moving boards forward from a "past-perspective" to a future-focused organization. There are many ways to facilitate a strategic plan; the tool provided here is based on existing 4-H policy and guidelines from Wisconsin.

Committee Chair Position Description

4-H Educational Trips Committee Description

In this mid-stage of Board development, the emphasis is on structure. Committee structure and function, along with member responsibilities are outlined in these sample documents.

Creating Your Annual Budget

An essential task in any organization is the creation of an annual budget. An overview of the process along with a sample budget is included.

Committee Report Form

A written committee report to the oversight committee (generally Board of Directors) provides continuity and communication, and sets the stage for the use of a consent agenda.

Consent Agenda Policy

The consent agenda is a powerful tool that creates space in the board agenda that provides ample time for planning and creative leadership. This sample policy piece also includes a simple consent agenda.

Consent Agenda Activity

Set the stage for an enthusiastic move to a consent agenda as participants see just how much "free" time the consent agenda provides. This lesson introduces the Three Modes of Governance and defines the growth ahead for the board in the next stage of development.

Exit Interview Questions for Board Directors

Using this exit interview with board directors at the end of their service can provide valuable ideas and feedback for board improvement efforts.

County 4-H Leader Organization Mission and Vision

(Sample)



County 4-H Leaders Association Mission

The XYZ County 4-H Leaders Association empowers adult and youth leaders as they work together through their clubs and communities to create a program that is open to all and committed to learning, living, and leading in 4-H. We provide resources, mentoring, and a welcoming community for youth and adult participants, focusing on the positive contributions of youth.

County Vision

A community of youth and adults working in partnership through 4-H to create a better world.

Organizational Assessment Tool

This assessment tool can help guide a group discussion about how a board of directors, organization, or committee is functioning. As you answer the questions, please reflect on your experiences as a board member. There are no right or wrong answers. Your responses are your personal perception of the organization. Respond to each question by checking either "yes," "no," or "don't know" to indicate whether or not you agree. Please do check more than one answer, check in-between answers or add additional comments. (Adapted by Dan Wilson from Emeritus Professor Robert D. Bright, Community Development Specialist, UW-Extension, Family Living Programs. Revised June, 2002.)

<u>QUESTIONS</u>	<u>Yes</u>	<u>No</u>	<u>Don't Know</u>
Mission, Purpose, and Goals			
1. Is there			
a. a clearly written, updated mission statement?	_____	_____	_____
b. an annual process for setting/renewing goals?	_____	_____	_____
c. a strategic plan?	_____	_____	_____
2. Are the goals of the organization			
a. written, agreed upon, and clear to all?	_____	_____	_____
b. written in achievable language?	_____	_____	_____
3. Does the Board/Steering Committee agree on what it should accomplish short term (1 to 2 years)?	_____	_____	_____
4. Does the Board/Steering Committee agree on what it should accomplish long term (3 to 10 years)?	_____	_____	_____
Organizational Structure			
5. Do committees			
a. have a clear statement of purpose?	_____	_____	_____
b. have clear written goals and objectives?	_____	_____	_____
c. function?	_____	_____	_____
d. have specific roles and responsibilities that all members of the organization understand?	_____	_____	_____
6. Are the committee structure and membership reviewed annually for their relevancy? ...	_____	_____	_____
7. Are the organization's bylaws up to date?	_____	_____	_____
8. Is there a mechanism requiring short- and long-term planning for the board and its committees?	_____	_____	_____
9. Do terms of office provide for stable yet renewing leadership?	_____	_____	_____
Board Participation and Relationships			
10. Does the Board/Steering Committee currently have			
a. committed and active members?	_____	_____	_____
b. enough people to carry out its purposes and goals?	_____	_____	_____
c. diverse community interests and perspectives?	_____	_____	_____
d. Board members with the right mix of skills to lead/direct?	_____	_____	_____
e. a system for recruiting members for specific needs?	_____	_____	_____
f. an orientation session for new members?	_____	_____	_____
g. a drop-out or non-attendance problem?	_____	_____	_____
11. Do Board members			
a. trust each other?	_____	_____	_____
b. get along well with each other?	_____	_____	_____
c. avoid conflicts of interest?	_____	_____	_____
d. act as a team by working together?	_____	_____	_____
e. enjoy the organization's meetings and activities?	_____	_____	_____
12. Are Board members'			
a. talents being fully utilized?	_____	_____	_____
b. individual contributions recognized?	_____	_____	_____
c. collective efforts acknowledged?	_____	_____	_____
d. able to help the Board and its committees examine and improve its processes?	_____	_____	_____

QUESTIONS

Yes

No

**Don't
Know**

Leadership Effectiveness

13. Are Board decisions usually made by (choose only one)
- a. the Board?.....
 - b. the officers?.....
 - c. the Executive Director?.....
 - d. the committees?.....
 - e. specific individuals?
 - f. the membership?
 - g. combination of the above?
 - h. don't know.....
14. Does the leadership of the Board and its committees effectively
- a. encourage different points of view in discussion?.....
 - b. minimize personality differences?
 - c. deal with power struggles and hidden agendas?
 - d. provide and participate in educational/leadership development opportunities for you?
 - e. encourage teamwork?.....
 - f. instill enthusiasm for work to be accomplished?
 - g. identify and celebrate milestones?.....
15. Has the Board
- a. clearly identified the roles and responsibilities of individual Board members?
 - b. clearly identified the roles and responsibilities of the entire Board?
 - c. developed a means to minimize individual Board members' differing expectations of the Executive Director
 - d. developed a means to minimize individual Board members' differing communications with the Executive Director.....
 - e. established a process for obtaining staff input for Board decision making?
16. Do Board and committee meetings
- a. have agendas announced in advance?
 - b. follow those agendas?
 - c. proceed efficiently and effectively?
 - d. have timely minutes prepared and distributed?
17. Does the leadership ensure that action goes forward in an orderly manner by seeing to it that
- a. decisions are actually made?.....
 - b. all members understand that decision?
 - c. someone takes responsibility?
 - d. those persons clearly understand their assignment and specific tasks?
 - e. visible results occur?.....
 - f. results are reported to the group?.....

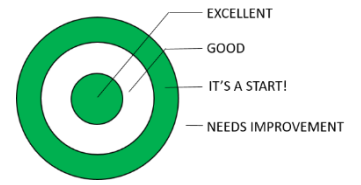
Fiscal Resources

18. Are the organization's resources
- a. sufficient to achieve its goals?
 - b. being used effectively?.....
19. Is the organization driven primarily by its (choose only one)
- a. budget?
 - b. goals/strategic plan?
 - c. environmental (outside) factors?.....
 - d. combination of above?
 - e. don't know.....

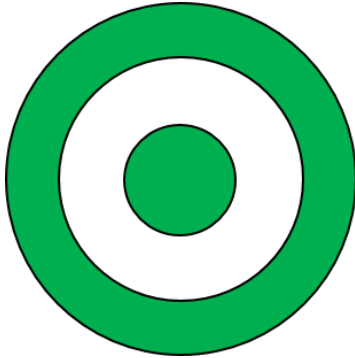
Community Networking and Coalition Building

20. Does the organization relate to other community/governmental units
- a. through ongoing, working relationships?.....
 - b. by seeking out new relationships and building coalitions of mutual interest?
 - c. by having input into public policy?.....
 - d. by marketing itself to relevant organizations?
 - e. through appropriate media use?

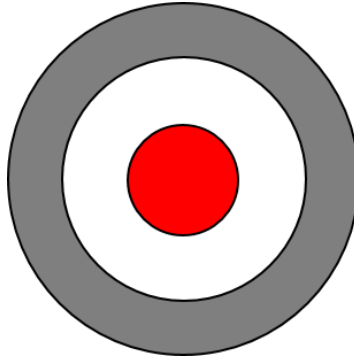
Are We on TARGET?



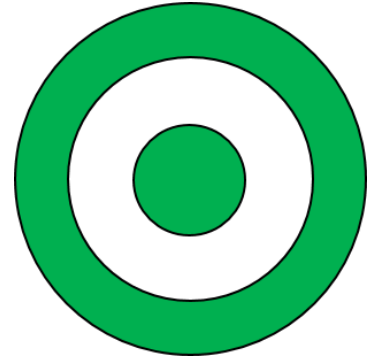
Place an X on the target (or off the target) to represent your assessment of the Board's performance



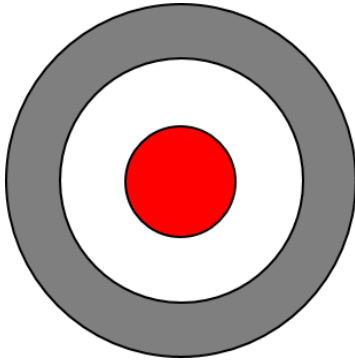
Board members were prepared.



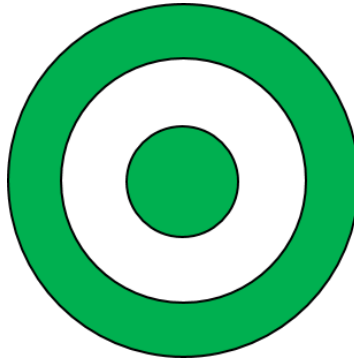
Board members were engaged.



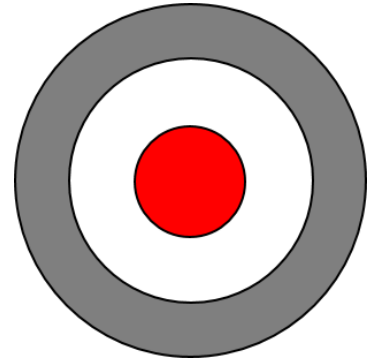
Board followed meeting protocol.



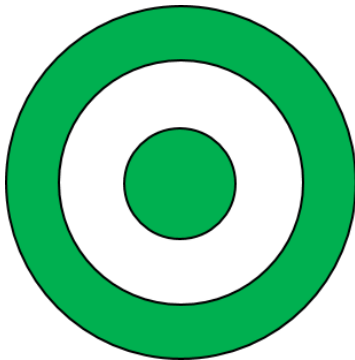
Board members applied core values to their actions.



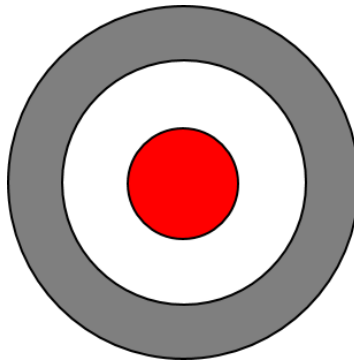
Board members considered the mission and vision in their decisions.



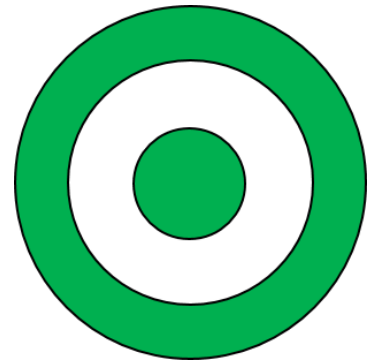
The Effectiveness of the Board



Board invited feedback from others.



Board members worked together.



My own effectiveness in working as a board member.

How Diversity Makes Us Smarter

Source: Scientific American

October 1, 2014

Author: Katherine W. Phillips

Background:

Being around people who are different from us makes us more creative, more diligent and harder-working. Simply interacting with individuals who are different, forces group members to prepare better, to anticipate alternative viewpoints, and to expect that reaching consensus will take effort.

What to do:

Read the on-line article 'How Diversity Makes Us Smarter' located at

<http://www.scientificamerican.com/article/how-diversity-makes-us-smarter/>

At a board meeting discuss the article as a group.

Talk it over:

Reflect

- What examples of diversity did the author use to make you think of diversity in a different way?
- What benefits of diversity are described in this article?
- What questions do you have after reading this article?
- How do you react to the author's statement that simply by being in the presence of diversity they (jurors) were more diligent and open-minded?"
- What does this article say to you personally?

Apply

- if The author says if you want to build teams or organizations capable of innovating, you need diversity. What diversity exists on our 4-H leader board? What perceptions are we lacking?
- What steps may be taken to expand diversity on the board?
- What challenges might we encounter during this process?
- What improvements might be experienced on our 4-H board as a result of increased board diversity?
- What improvements might be experienced in our 4-H program as a result of increased board diversity?

4-H Leaders Boards: Developing a Strategic Plan

BACKGROUND:

In Wisconsin, direction for the work of local 4-H organizations is delineated in a policy piece entitled "4-H Youth Development Educators and County 4-H Leader Organizations" (page 49).

Within the areas of defined work, lies the opportunity for local boards to incorporate programming and structure that meets the unique needs of their membership.

Ideally, the board will participate in this process under the direction of a staff person with strategic planning experience. Prior to undertaking this work, the board will (have):

- Thoroughly understand the role of the board
- Explored the core values of the organization.
- Created a culture of positive communication amongst board members

Note: It is best to think of this type of planning as a process, and recognize that the process will involve multiple meetings and may take several months to complete.

Step One -- Listening Sessions

Where Are We?

BACKGROUND:

Goal: A general assessment of the programs strengths and weaknesses, along with the challenges and opportunities.

Participants: 4-H members, volunteers, and parents

Benefit: When done well, the 4-H members, volunteers, and parents feel listened to and appreciated. In addition, the Board members strengthen their connection to the 4-H community and gain valuable insight into the perceptions of others.

Key: This step is strengthened with Board Members facilitating one or more sessions. The 4-H educator provides a vital role in coaching board facilitators in the overall process, and in the necessary skills of questioning and listening as a facilitator.

Extending the Reach

Because 4-H has deep impacts beyond program participants, the planning process becomes richer when the listening sessions are extended beyond the 4-H community. Consider holding one or more additional listening sessions for stakeholders and community members to gather their input.

ACTIVITY: Listening Sessions using *World Cafe Format*

A modified *World Cafe* format lends itself well to newly trained facilitators.

Instructions on set-up and facilitation are at <http://www.theworldcafe.com/wp-content/uploads/2015/07/Cafe-To-Go-Revised.pdf>

Note: World Cafe suggests changing Table Hosts after each round -- we suggest that Board Members (trained as facilitators) serve in a consistent host role for this process.

In the World Cafe participants are divided amongst the tables, and work with a table host who asks prompting questions. Sample questions that address strengths, weaknesses, opportunities, and challenges are listed below.

If your organization is extending its listening sessions beyond its own organization, it is suggested that questions be limited to "Opportunities" and "Challenges", as "Strengths" and "Weaknesses" assess the organization internally, and would not generally be known to those outside the group.

Sample Table Questions

Table 1

What do we do well in 4-H? (STRENGTHS)

Follow-up Question:

If you were to describe 4-H to someone who knew nothing about it, how would you explain why you choose to belong to the organization? (STRENGTHS)

Table 2

What are things that need improvement in our 4-H program? (WEAKNESSES)

Follow-up Question:

What are we missing in our 4-H program? (OPPORTUNITIES, WEAKNESSES)

Table 3

If you had a magic wand, and could use it to change one thing about our program what would it be? (WEAKNESSES, OPPORTUNITIES)

What prevents us from doing this (your magic wand fix?) (CHALLENGES)

Table 4

Where would you like to see the 4-H program in five years? (OPPORTUNITIES)

When we look beyond our current program, what are we missing?
(OPPORTUNITIES)

What would have to happen in order for us to accomplish these items? (CHALLENGES)

Note: Participants rotate to a different table, with new participants, after each set of questions.

Sharing

After each group has completed their rounds of each table, the table hosts will need fifteen minutes or so to select representative ideas that they have heard. They will then briefly share them with the group, to give closure to the activity with the participants.

Post-Activity: Theme Identification

Soon after the listening session, the table hosts and educator work to identify the main ideas (themes) that they heard from the participants. Those themes will be used in the next step.

Note: The board itself may conduct a similar exercise among its own members prior to this activity.

Step Two -- Theme Exploration

What Are We Currently Doing?

BACKGROUND:

Goal: Defining the themes facing the organization, and identifying current work in those themes.

Participants: Board or planning committee

Wisconsin Directives

Reworking the directives that Wisconsin 4-H gives its Leaders Organizations reveals three basic themes (with clarifying statements) that relate to planning¹:

- **Member and Volunteer Engagement**
 - Educational opportunities for youth beyond the club level
 - Support Volunteer Development and education through training, financial support, and promotion of opportunities
 - Meaningful recognition for youth and adult
 - Explore new opportunities/challenges for the 4-H program
 - Ensure access for all
- **Fundraising/Financial Management**
 - Develop and maintain a budget
 - Fundraise to support budget
- **Marketing and Promotion**
 - Represent 4-H Youth Development to the community
 - Market and promote the 4-H program
 - Maintain contact with stakeholders including elected officials

These three themes are very typical for non-profit organizations.

Additional Themes from Listening Sessions

In addition, other major themes may have emerged in the listening sessions. If so, they should be added at this point.

¹ In Wisconsin 4-H, these are our basic themes that outline the work of the board. Other groups may choose use the listening session data as the basis for theme development, rather than as supplemental data, as we do in Step Three.

ACTIVITY: Identifying Current Work in Themes

Put three flip charts (or one or two more, if you added any themes), spaced around the room, with markers available. Title the flip charts with the theme caption.

Have board members break into small groups, each group at its own flip chart. Instruct each flip chart group to work together and list the ways in which work is currently being done under that particular theme. Share the clarifying statements with each theme group to further define the theme.

Rotate groups around the room every few minutes, until all participants have visited each station. Ask the last group at each station to give an overview of each theme and current work in that area.

Optional:

When all groups have presented, have each group add the following information for each entry, and then report out again (no rotation):

- Who does it?
- Who oversees it?
- How effective is it? (Sample Scale: Needs improvement, OK, Good, Great)

Step Three -- Strategic Question Formulation

What Are Our Issues?

At this point, the board has gathered and/or identified the following information:

- The perceptions of members, volunteers, and parents regarding the strengths and weaknesses of the organization, and also the opportunities and challenges.
- Reviewed the directives (themes) from the state regarding the work of 4-H leader organizations.
- Made additions to the directives (themes) as suggested by program participants (listening sessions).
- Identified the ways in which of the themes have been met, and those which have not been addressed.

ACTIVITY: Generating Strategic Questions

The next step is for the board to analyze the theme areas and think broadly about the underlying strategic issue or question.

It is important to focus on strategic issues, and not get taken off task by critical or operational issues. Strategic issues advance your organization, and relate to your mission and vision. (In contrast, critical issues, once resolved take you right back where you started; operational issues are focused on the steps that drive your organization on a day-to-day or week-to-week basis.)

For example, a strategic issue in 4-H might center on developing an organizational system that meets the needs the membership and volunteers. A critical issue would be dealing with filling empty board positions with qualified candidates. An operational issue would be getting the treasurer to pay the bills on time.

Activity

In this activity, the board will explore the identified themes and turn them into strategic questions. Strategic questions, once answered, move an organization closer to meeting its organizational vision.

The strategic questions will eventually be used to generate multiple solutions (or strategies). Keep in mind that there will be not be an easy solution to a strategic question. If there was, it would have already been accomplished.

Facilitator

Explore each theme with the group, generating discussion around the following questions (marketing is used as an example below):

- When you look at the broad theme of marketing and consider marketing the 4-H program to the community, what do you think about? What do you see?
- What did you hear about this area from other board members? In the listening sessions?
- What would you like it to be in the future?
- What are the possibilities?

From this discussion, several strategic items may arise, which can then be restated as questions:

How might we focus our marketing efforts to reach first-generation 4-H'ers -- those who have no history with our program?

How might we involve community members as episodic volunteers in our program?

How might our members interact with their communities so as to be seen as an integral part of it?

How do we effectively market our program to a new technology-savvy generation of youth?

Note: While the focus should be continually brought back to strategic issues, other issues of importance will likely surface. Record any critical and/or operational issues that resonate with the group on a “parking lot” (separate flip chart paper for discussion in another forum).

It is not vital at this point to have the strategic questions stated in final form, but rather to begin the process of narrowing-in on what resonates with the group, based on their knowledge and information gathered from program participants and the community. Questions from the facilitator will help to define and evaluate the issues, such as:

Facilitator:

What is the issue?

Is this the real issue, or is there possibly more involved?

Why is this an issue?

How does this strategic issue match up with mission/vision/core values? Does it?

What are the risks of addressing this?

What are the risks of not addressing this?

It will likely be necessary to remind the participants to focus on the issue itself and its importance, rather than generating solutions (Step Four). Thorough exploration of a topic may reveal, through assessment or new information, that the final issue is not the one that was originally presented.

Note: Synthesis of the notes and re-working of the strategic questions by the staff member for presentation to the planning board for their final consideration is recommended, along with a strategic issue matrix, such as the one that follows.

Strategic Issue Evaluation Sheet

For each Strategic Issue, assign a value (1-5) to the boxes, where 1 is low and 5 is high.

Strategic Issue	Fit with Mission, Vision, Values	Fit with Mandates	Positive Effect on Community, Members, Stakeholder	Meets Identified Needs	Capacity to Accomplish	Urgency to Accomplish	Total Score
1.							
2.							
3.							
4.							
5.							

Step Four -- Strategies

What Are Strategies to Address Our Issues?

This step is yet another opportunity to invite in members of the 4-H community, and the community at large to provide input in the way of strategies.

ACTIVITY: Strategy Generation

Transcribe one strategic question per flip chart (five is ideal, but you can add additional ones if needed), and space them around the room, with markers available. Have participants break into small groups, each group at its own flip chart. It works well to have a facilitator at each station, writing, answering clarifying questions, and facilitating the process. These facilitators must be persons viewed as neutral in the community. (The whole process can be derailed by a facilitator who says, "But we already do that".)

Instruct each flip chart group to work together and list strategies to meet the strategic question. Emphasize that this is brainstorming and that comments that are seen as "off-the-wall" often lead to viable solutions.

Rotate groups around the room every few minutes, until all participants have visited each station. Ask the last group at each station to give an overview of the solutions generated.

Prompting questions for facilitators:

What could our organization do that would answer this question?

What are some ways in which we might address this issue?

If money were not an issue, how would you like to see this issue addressed?

Step Five -- Strategy Development

Strategies to Address Organizational Issues

The next step in planning is for the board or planning committee to evaluate the list of suggested strategies (compiled by strategic issue), and choose two or three of them to consider in more depth for each strategic issue. This can be done in a number of ways (dot-voting, ranking exercises, etc.). Strategies not chosen can be held in reserve for future consideration.

Strategies are further developed and evaluated using a series of questions centered around goals, barriers, potential success, and key actions needed with responsibilities. Worksheets with guided questions are a valuable resource for this stage of the process (see Bryson and Alston, 1986, *Creating and Implementing Your Strategic Plan, a Workbook for Public and Nonprofit Organizations*, Jossey-Bass Inc. pages 79-82)

Step Six -- Implementation of the Strategic Plan

Capacity is a key issue in proceeding with the implementation of the strategic plan. To meet that end, it is important to prioritize the strategies developed and develop a timeline that ensures success and does not exceed the capacity of the organization.

An effective action plan for each strategic issue will outline goals, objectives, steps with a timeline, and responsible parties. The plan may be simple or complex; regardless, it needs to be usable for your organization. Examples can be found on a variety of board education sites.

Critical to the success of the plan is effective oversight by the board, which includes checkpoints for monitoring progress, with frequent evaluation and reassessment.

Committee Chair Position Description

Responsibilities:

1. Attend all committee meetings.
2. Call and preside over meetings of the committee.
3. Set the agenda for committee meetings in collaboration with the Youth Development Professional and Board Chair.
4. Record decisions and recommendations made by the committee using the Committee Report Form.
5. Report the committee's activities and recommendations to the executive committee and/or the full board.
6. Inform the Youth Development Professional and Board Chair of dates and times of committee meeting; Request their presence at committee meetings if needed.
7. Work with the Youth Development Professional and Board Chair to decide who should serve on the committee.
8. Delegate responsibilities to other committee members and encourage their full participation.
9. Ensure that the work of the committee is in alignment with the mission, vision and core values of 4-H as well as the strategic plan (or annual program of the 4-H organization in the county).
10. Annually evaluate the work of the committee with other committee leaders, the Board Chair, and the Youth Development Professional.

4-H Educational Trips Committee: Committee Description

(Sample)

Goal: To maintain a vibrant youth-adult committee of 4-H leaders that expands the experiences of 4-H youth through trips and other educational experiences.

This committee addresses the core values of 4-H by:

- *Involving youth and adults in partnership experience (committee members)*
- *Providing an opportunity for learning and practicing life skills such as decision-making skills (committee members)*
- *Providing applicants with the opportunity to learn and practice communication skills through the preparation of a 4-H Resume, and engaging in the interview process.*

Responsibilities:

1. The Educational Trips Committee will promote and interview all trips for which an interview is required. Those trips include: Space Camp, Winter Leadership Camp, CWF, American Spirit, 4-H and Youth Conference, and National 4-H Congress.
2. Promote educational trips within the 4-H program, and outside the 4-H community clubs, per eligibility.
3. Recommend funding for trips for 4-H community club youth, based on budget approved by 4-H Leaders Association. Recommendations will be submitted in writing to the Board of Directors for approval at the December meeting.
4. Annually review all materials relevant to the committee including:
 - Resume-Writing Packet
 - Letters (interview, acceptance)
 - Leaders Association Trips Policy
 - Educational Trips promotional materials
5. Support youth in the process of resume-writing and interviewing through educational opportunities
6. Match youth with educational experiences appropriate to their skills and maturity level, based on application materials and interview.
7. Communicate trip projection numbers to Leaders Association for approval prior to the November Leaders Association meeting (firm commitment is needed by county for CWF by December 1).
8. Provide the UW-Extension office with the names of selected youth and their trips in a timely fashion, and request that letters and policy statements be sent on behalf of the Trips committee.
9. Coordinate the billing of trips between UW-Extension office and 4-H Leaders Board Treasurer.
10. Develop publicity focusing on the trip participants and their experiences.
11. Annually submit budget to 4-H Leaders Association per established deadline.

Membership:

Open to any 4-H youth or adult leader. Members of the committee will not serve as part of the selection committee if related to any of the applicants.

Meetings:

The County 4-H Educational Trips Committee will meet at least three times per year:

- Planning and Promotion (Spring)
- Review applications; review interview questions (1st week of November)
- Interview and selection (second week of November)

The committee will submit written reports to the 4-H Board of Directors after each meeting, using the Committee Report Form.

Guidelines:

- Youth accepting funding from the 4-H Leaders Association are obligated to share the story of their experience with the 4-H community. There are several ways to do that including at a Project Day session, the annual 4-H Achievement Banquet, or writing a newsletter article.

Youth who do not fulfill their obligation by June 1st following their trip, may not be considered for future 4-H Leaders Association funding.

- The Educational Trips Committee will prepare offers for funding for participants following the Trip Interviews. These offers will be based on the funding available and the number of participants. Final approval will be given by the 4-H Leaders Board.

No trip participant will receive more than 90% of the cost of the trip.

- Youth will provide at least one letter of support from a 4-H leader within the organization.
- Youth receiving funding must be members in good standing in their 4-H community clubs as certified in writing by their 4-H Community Club Advisor.
- Youth will re-interview each year for funding consideration or recommendation for participation.
- Committee chair will call the meetings: Spring, and Fall (2)

Creating Your Annual Budget

Background:

One financial responsibility of the 4-H board is to draft, get approval for, and manage an annual budget. The budget consists of 4-H money, which is public money because 4-H is a public organization. Funds must be handled with minimal risk, be highly accountable, and used for 4-H educational purposes.

The budget is used by members, treasurers and others for planning expenses and paying bills. A budget should represent a reasonable expectation of projected expenditures and income for the group. A budget must be approved by the members.

A budget is a financial roadmap. It's about understanding how much money you have, where it goes, and then planning how to best allocate or raise those funds. A budget helps eliminate waste, or last minute decisions. The budget is a reflection of your organizational mission, vision and values that guides income development and expenses for the year.

A tentative annual budget should be set by the board at the beginning of each 4-H fiscal year. Using the past years' expenses and income will guide the development of the annual budget. The tentative budget is presented to the 4-H organization at the first possible meeting of the new fiscal year, discussed and approved. Make any changes that were agreed upon by the membership. Record the vote in the minutes. This is the group's budget for the year. Expenses outside of the approved budget must be presented and voted on prior to using the group's money.

What to do:

Read the 'Creating Your Annual Budget' background

Talk it over:

Reflect

- What is a budget?
- What is the purpose of a budget?
- Who creates the budget?
- How is the budget used throughout the year?

Apply

- Look at your 4-H organization mission, vision and values (MVV). What is your purpose as an organization?
- Refer to your most recent budget (if you have one)
- Discuss to what extent each line item supports the MVV.
- Based upon this conversation build your group's tentative budget of income and expenses for the new year. Use both your MVV and the past years' expenses and income as a guide.

- Income – Examples may include fund raising, member dues, donations/grant, investment income, fees
- Expenses – Examples may include equipment, rental fees, supplies, refreshments, postage, bank fees, insurance, curriculum, training, fundraising, marketing, awards, events, camp
- Keep in mind that you are raising and using funds for 4-H. Check with your county or state for any financial guidelines.

Example Budget:

Income

Event/Activity	Source of Income	Estimated Income	Actual Income
Food stand	Food sales	\$8,000	
Leadership conference	Participant share	\$300	
Summer camp	Participant fee	\$3600	
Total Income		\$11,900	

Expenses

Event/Activity	Source for Cost	Estimated Expense	Actual Expense
Food stand	Food & supplies	\$4,000	
Leadership conference	Registration fee	\$600	
Postage	Operating cost	\$50	
Accountant fee	Operating cost	\$400	
Insurance	Operating cost	\$700	
Recognition Program	Awards	\$350	
Summer Camp	Food, lodging, transportation, supplies	\$4500	
Total Expenses		\$10,600	

ESTIMATED SURPLUS OR SHORTFALL

Estimated Income - Estimated Expense = Surplus or Shortfall

\$ _____ -- \$ _____ = \$ _____ (surplus) OR \$ -- _____ (shortfall)

Sources:

4-H Money Matters Fact Sheet 1: 4-H Money Basics, developed by René L. Mehlberg, Winnebago County 4-H Youth Development Educator and Sue Pleskac, 4-H Volunteer Specialist, University Wisconsin-Extension, April 2012

<http://www.uwex.edu/ces/4h/clubs/documents/MoneyMatters1MoneyBasics42012.pdf>

4-H Money Matters Fact Sheet 3: Managing 4-H Money, developed by Sue Pleskac, 4-H Volunteer Specialist, University Wisconsin-Extension, April 2012

<http://www.uwex.edu/ces/4h/clubs/documents/MoneyMatters3Managing4-HMoney42012.pdf>

4-H Club or Group Management Tool Kit: 4-H Club or Group Annual Budget, University Wisconsin-Extension, April 2012 <http://www.uwex.edu/ces/4h/clubs/documents/ClubManagementBudgetTool42012.pdf>

Committee Report Form

This form is to be completed and filed after each committee meeting. The written report is to be sent to the secretary of the Leaders Board at least two weeks before the upcoming Board meeting so that it can be placed on the consent agenda.

Date of Meeting:

Name of Committee:

Members Present:

Committee Meeting Report Summary:

Actions Taken by the Committee or Need to be taken by the Board of Directors:

Future Plans/Matters to be Taken Up at a Future Committee Meeting:

Next Meeting Date:

Consent Agenda Policy For 4-H Boards

(with sample agenda)

PURPOSE

The purpose of a consent agenda is to expedite the handling of routine business during board meetings in order to allocate more meeting time on substantive issues.

POLICY

Routine, procedural, and informational items can be included in the consent agenda and voted on in a single majority vote. As with any Board action, a quorum must be present.

Any item requiring deliberation or more than a simple, clarifying question will be moved from the consent agenda to the business agenda where each item is voted on separately.

Any item with the potential for public comment will not be included in the consent agenda.

PROCESS

- Documentation for consent items will be provided to Board members prior to the meeting.
- Prior to receiving a motion to approve the consent agenda, the Board President will ask if any Board member wishes to remove any item(s) from the consent agenda. If a Board member needs deliberation or disagrees with an item on the consent agenda, the member will request the item be moved to the business agenda.
- If an item is removed from the consent agenda, the Board President will determine where it will be placed on the business agenda.
- If a simple, clarifying question of an item on the consent agenda develops into a discussion or deliberation, the Board President may decide to move the item to the business agenda.
- Once the content of the consent agenda is confirmed and any questions addressed, a single vote is taken to approve all items on the consent agenda.



4-H Core Values:

- Youth learn and practice life skills
- Youth are actively involved in their own learning
- Youth people make decisions individually and as a group
- Youth and adults work as partners
- 4-H provides a flexible environment to accommodate many different needs and interests
- 4-H delivers programs through a variety of methods and groups.
- Youth people have rights and should be treated with respect
- 4-H programs are inclusive
- 4-H is connected through service to the community

Sample Consent Agenda *For 4-H Boards*

I. Call to order

II. Consent Agenda

- a. Minutes of previous meeting
- b. Treasurer's report
- c. Approval of Trip Participants
- d. Food Stand Committee Report
- e. Project Development Committee Report
- f. Upcoming meeting date

III. Annual Educational Plan

IV. Adjourn

Consent Agenda

A Mini-Training for 4-H Board Members

Topic:

Organizational Development

Audience:

- Members of Board of Directors
- Potential Board Members

Length:

20 minutes

Materials Needed:

- Flip Chart and markers
- Printed "Sample Leaders Board Agenda" (see attached)
- Printed "Agenda Items" in envelopes.
- Calculator

Advance Preparation:

- Print "Sample Leaders Board Agenda" (see attached)
- Printed "Agenda Items" (see attached). Cut out each of the items and place them in an envelope. Keep the Consent Agenda heading in a separate envelope.
- Write prompting questions on flip chart paper (reserve for activity)

**Activity Developed by:**

Paula Rogers Huff, Kevin Palmer, and Denise Retzleff, University of Wisconsin-Extension - 2016

BACKGROUND:

Leader's board agendas can be full of routine business with little or no decision making or substantive discussion occurring, which can lead to long and unproductive meetings. Board members (especially youth) can become disengaged from the governance process, which is needed to have a strong and dynamic organization.



By implementing a consent agenda, Leader's Boards can focus their meeting time on essential organizational issues, engage their board members, and create a strong and dynamic organization.

In this activity, participants will learn how to implement a consent agenda and explore the time savings by moving routine items to a consent agenda.

WHAT TO DO:

Introducing the Topic

We will be using an active learning strategy called **Focused Listing** to start this lesson.

Introduce the following question to the group: "What are some things that you might find on a Leader's Board agenda?"

Give them a minute or two to develop their responses. Take responses from individuals in the group, writing ALL answers on flip chart paper, asking clarifying questions as necessary.

After you have assembled the list, ask the participants to identify any items that are routine, procedural, or informational (such as a report on a past event). Explain that these items often need no further discussion at a meeting and appropriate for a consent agenda.

Consent Agenda Activity

This activity works best with small groups of 3-5. Give each small group the blank “*Sample Leaders Board Agenda*” and an envelope containing the agenda items except for the Consent Agenda heading.

Explain that each group will be given 5 minutes to assemble the “*Sample Leaders Board Agenda*” using the agenda items in the envelope. They may have to make some assumptions about some of the items in the envelope. That is okay.

Next, have the participants add up the time it will take to conduct the meeting using the assembled agenda. Process at this point using the following questions:

- Was the agenda easy to put together?
- How much time will the meeting take?
- Is the amount of time given for each item reasonable?
- What assumptions did you make about putting together an agenda?

Introduce the concept of the consent agenda using the *Consent Agenda Policy* as a guide and/or as a handout located on page 93.

Instruct the participants to again take 5 minutes to assemble the agenda, but this time give them another heading called Consent Agenda. Items that typically appear in the consent agenda happened in the past or are items that are routine, procedural, or informational (such as reporting on a past event).

Remember, consent agenda items are approved in a single motion with no discussion. Now, have the participants add up the time for the items that fall under the consent agenda.

TALK IT OVER:

- What did you hear in the activity that was new to you?
- How much meeting time is saved by using a consent agenda?
- Does the time savings just shorten the meeting or can the additional time be used to work on some big issue (for example, development of a program to reach underserved audiences)?
- Thinking about the consent agenda, what might you do differently in your organization?
- How might the consent agenda increase your board’s effectiveness?

Sample Agenda for 4-H Leaders Board

Agenda Items

Call to Order (1 minute)	Roll Call (3 minutes)
Secretary's Report (3 minutes)	Treasurer's Report (3 minutes)
Correspondence (3 minutes)	Guest Speaker (10 minutes)
Horse Committee Report (5 minutes)	Summer Camp Committee Report (10 minutes)
County Fair Report (10 minutes)	Next Meeting Date/Adjourn (3 minutes)
4-H Ambassadors Report (5 minutes)	Club Officer Training (5 minutes)
Model Rocket Contest (5 minutes)	State Fair Bus Trip (5 minutes)
Approval of Trip Participants (5 minutes)	County Agent Report (10 minutes)
New Business (heading)	Unfinished Business (heading)
Consent Agenda (heading)	Committee Reports (heading)

Exit Interview Questions for Board Members

Instructions: At the end of their term of board service, conduct an exit interview with board directors. The ideas and feedback received will be a valuable resource for board improvement efforts.

- Why did you originally agree to serve on the board?
- Was your understanding about the requirements of serving consistent with your actual board experience?
- What suggestions would you make for improving the way the board operates?
- What are your feelings about leaving the board?
- What did you like best (and least) about serving on the board?
- What advice would you offer to incoming board directors?
- If you could do the job over again what would you do differently?
- Any other comments or advice?

Advanced Board Development

Focus:

- Consent agenda that incorporates the “*Three Modes of Governance*”
- Succession planning
- Issue exploration

Goal: To develop a high-functioning board that is prepared to build a dynamic organization.

Objectives:

1. Board understands and applies the Three Modes of Governance.
2. Board effectively uses a consent agenda.
3. Board develops and implements a succession plan.
4. Board develops an oversight connection with 4-H committees.

Core Teaching Pieces:

The Three Modes of Governance

Many boards spend much of their time looking backward or just a bit into the future. Richard Chait suggests that boards can greatly increase their leadership potential by also looking strategically at the future, and generatively, at what the next trends will be.

The Three Modes of Governance interactive lesson explores the how boards might expand their leadership by applying Chait’s framework.

A NEW Board Meeting Agenda

This sample *NEW Board Meeting Agenda* incorporates a consent agenda format to accommodate the time needed to implement the *Three Modes of Governance* into board meetings.

The Five Whys

The *5 Whys Technique* is used to explore a problem or issue and potentially identify the root cause of the problem. It is also a useful tool in boards to facilitate generative thought.

Succession Planning Checklist for Boards

The Succession Planning Checklist assesses readiness of the board with regard to organizational milestones. It can either confirm organizational readiness or outline training needs.

Leadership Succession Grid

Effective organizations plan ahead and prepare members for leadership positions.

Leadership Development Committee Position Description

The purpose of the Leadership Development Committee is to build and maintain a strong board for the 4-H organization. The committee will establish and drive a continuous improvement process in order to help the board and individual directors become more valuable as strategic assets of the organization, contributing to their long-term success.

Organizational Assessment Tool

It is recommended that this tool be administered at each stage of board development. It will not only outline program direction, but also help participants track progress, and identify additional training needs.

The Three Modes of Governance

Topic: Board Development

Audience:

4-H youth, 8th grade and up;
Adults

Length:

35 minutes

Materials Needed:

- Flip charts
- Handouts
- Props (optional)
 - Fiduciary: magnifying glass
 - Strategic: chess piece
 - Generative: puzzle piece

Advance Preparation:

- Copy handouts

Citation:

This activity plan is based on content developed by **Richard Chait**, including the following articles:

https://www.aisa.or.ke/images/Governance_as_Leadership.pdf
<http://headsuped.com/wp-content/uploads/2015/04/3050-Governance-as-Leadership.pdf>

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BACKGROUND

Introduction:

Non-profit boards often operate with a past-focused view that ensures that obligations are met, procedure is followed, and existing programs continue. But true leadership from a board can be so much more.



Richard Chait's work on governance enhances the opportunity for a leadership model where boards deliberately incorporate three modes of governance: Fiduciary, Strategic, and Generative. In this model, each mode is vital; all three together constitute true leadership by the board.

Chait says that "limited purpose produces limited performance". By operating in all three modes, a board begins to discover its purpose and do better work.

This activity explores the three modes, and looks at how boards might apply them in their work.

WHAT TO DO

Activity: Exploring the Three Modes of Governance:

Expert Groups

Divide the large group into three smaller "Expert" groups. Assign each Expert Group one of the three modes and distribute corresponding handouts (see attached) and props, if desired (see material list).

Inform the participants that each member in the Expert group will be responsible for passing the information along to a Learning Group, which will form after they have explored the material.

The Expert Groups should use ten minutes or so to thoroughly explore their material and discuss ways in which to teach it back in their Learning Groups.

Learning Groups

Individual Experts will then each join a Learning Group. Each Learning Group will have three members: one expert for each mode (one expert in Fiduciary, one in Strategic, and one in Governance). *Note: If your numbers don't divide out to threes, consider having an Expert team of two in one or two of the groups.*

In each Learning Group, the Experts then teach back/share the material they have learned. Allow about fifteen minutes for this portion of the activity (five minutes per mode).

After the groups have completed their task, process with the large group focusing on the content, and providing clarification as needed.

Activity: Applying the Modes:

Present the following scenario (from Chait) to the large group:

"The Board of Directors of the Boston Museum of Fine Art has a proposal on the table from the Bellagio Casino in Las Vegas. They would like to rent (for a hefty fee) twenty-one paintings by Monet for display at their facility."

Have participants think to themselves about the questions they might have about this proposition. Refer them to their mode handouts and encourage them to think in all categories. Give them two minutes to do so, reminding them to do so silently. Then ask them to turn to the person next to them and share their questions with their partner.

After a couple minutes of paired discussion, ask for examples of questions and record them in either fiduciary, strategic, or generative on three separate flip charts on the wall. Engage the participants in deciding under which category a question belongs.

Coming up short on strategic and generative responses? Most of us are conditioned to think of the fiduciary questions first, the strategic and generative may take more thought. The facilitator can help encourage thinking in all the modes by asking the following prompts:

How might this affect our organization financially?

What are your concerns for our organization?

What are your thoughts about the ramifications for our future plans?

What are the possibilities that we hadn't thought of before this offer?

Sample Participant Responses

Fiduciary	Strategic	Generative
<i>What are the security arrangements?</i>	<i>What's in it for us?</i>	<i>How does it fit with our mission?</i>
<i>How will the paintings be displayed?</i>	<i>What will the community reaction be?</i>	<i>What constitutes a museum or a museum visit?</i>
<i>How long will they be displayed?</i>	<i>Will this increase our exposure (in Vegas) or decrease our attendance (in Boston?)</i>	<i>Could museums collaborate to offer super exhibits?</i>
<i>How will this affect our insurance?</i>		

TALK IT OVER:

Reflect:

- Which mode did you find easiest to identify?
- What made that mode easier for you?
- Which mode was most difficult? Why?

Apply:

- What are the limitations if boards only use one of the modes in decision-making?
- What are some of the benefits of applying additional modes of governance to your board?
- What might be challenges in applying additional modes of governance to your board?
- What are possible ways to overcome those barriers?

Moving Forward with the Three Modes

Early-Level Board:

Get the fiduciary right before you do anything else.
Settle any crises before moving forward.

Mid-Level Board:

Develop a strategic vision.
Implement action steps.
Build your organizational capacity.

Advanced-Level Board:

Introduce generative thinking and get ready to take on the universe!



Fiduciary Mode “Stewardship”

Main Question: What’s wrong?

In fiduciary mode, an organization makes decisions by reaching resolution: the books are balanced, the furnace is replaced, and the risks are identified.

In Fiduciary mode, an organization may:

- Oversee operations
- Ensure effective and efficient use of resources
- Ensure legal compliance and fiscal accountability
- Monitor organization results
- Anticipates risk
- Monitors policy
- Manages the organizational resources
- Identifies problems (not just react but take leadership in being ready for them).

Examples of specific fiduciary responsibilities:

- Approving the budget
- Pay the bills
- File tax returns
- Create a conflict of interest policy for board members

If you hear these questions, think fiduciary mode!

- How are we doing to date?
- Are we in compliance?
- Is anything wrong?

Strategic Mode “Strategist”



Main Question: What’s the plan?

In Strategic Mode, an organization reaches consensus to solve problems.

In Strategic Mode, an organization may:

- Ensure mission is relevant
- Scan internal and external environments
- Monitor outcomes and impact via critical success factors and bench marks
- Review and modify strategic plan

Examples of specific strategic responsibilities:

- Carry out the action plan regarding member recruitment.
- Analyze the potential threats to the organization by outside forces
Examples may include loss of funding, a stakeholder demands proof of your value as an organization, another group starts doing an activity that 4-H has done for a long time, etc.
- Determining ways in which local 4-H groups can support national mission mandates
- Gather feedback from program participants for use in developing new programs
- Using demographic data to target new club initiatives

If you hear these questions, think Strategic Mode!

- What should we be doing?
- Where are we going?
- What’s the plan?



Generative Mode **“Sense-Maker”**

Main Question: What is the key question?

In Generative Mode, an organization encourages robust discourse not quick consensus.

Reaches understanding to gain perspective on problems.

In Generative Mode, an organization may:

- Discover strategies, priorities, and realities
- Perceive and frame better problems and opportunities
- Suspend the rules of logic to tap intuition and intellectual playfulness

A board acting in Generative Mode may discuss items such as the following:

- What does our organization say that it does, but really doesn't?
- What question would you NOT want an outsider to ask about our organization?
- What is our biggest opportunity in the next ten years?

If you hear these questions, think Generative Mode!

- What are the next possibilities?
- What's coming next?
- What are the new questions?

The Three Modes of Governance			
	Fiduciary	Strategic	Generative
Board's Role	Stewardship "Watchful"	Strategist "Planning"	Sense-Maker "Creative"
Main Question	What's wrong?	What's the plan?	What's the key question?
Problems are to be...	Spotted	Solved	Framed
Way of deciding...	Reach resolution	Reach consensus	Reach understanding
Primary role	<ul style="list-style-type: none"> • Oversee operations • Ensure effective and efficient use of resources • Ensure legal compliance and fiscal accountability • Monitor organization results 	<ul style="list-style-type: none"> • Ensure mission is relevant • Scan internal and external environments • Monitor outcomes and impact via critical success factors and bench marks • Review and modify strategic plan 	<ul style="list-style-type: none"> • Discover strategies, priorities, and realities • Perceive and frame better problems and opportunities • Suspend the rules of logic to tap intuition and intellectual playfulness • Encourage robust discourse not quick consensus
Key Questions:	<ul style="list-style-type: none"> • How are we doing to date? • Are we in compliance? • Is anything wrong? 	<ul style="list-style-type: none"> • What should we be doing? • Where are we going? • What's the plan? 	<ul style="list-style-type: none"> • What are the next possibilities? • What's coming next? • What are the new questions?
Example: The AUDIT	Did we get a clean audit? What can we learn from the audit?	Does the audit pinpoint any issues that are strategic in nature?	Does the audit hint at any emerging shifts or developments that could significantly challenge our financial condition long-term?

A NEW Board Meeting Agenda

I. Call to Order

II. Consent Agenda Items

(Item/s Previously Sent to the Board)

III. Treasurer's Report

(Item Previously Sent to the Board)

IV. Committee Reports

(Item/s Previously Sent to the Board)

V. Issues Discussion and Decision-making/ In-depth Board Education

(Item/s Previously Sent to the Board)

- Presentation, discussion and approval of updated Strategic Plan
ACTION ITEM
- Final review and approval of Annual Education Plan
ACTION ITEM
- Policy discussion regarding board member conflict of interest
ACTION ITEM

VI. Evaluation of the Meeting

VII. Adjournment

← Welcome by the **President/Chair**, who shares the objectives of the meeting and reviews the agenda.

←The **Consent Agenda** includes items that are approved by consent (without a vote, if there is no objection) or by formal vote. Single items can be taken off the consent and considered as a separate agenda item, even if only one member wishes to do so. Typical items in the consent agenda include:

- Minutes of previous meeting
- Routine ratification
- Board approvals required by the bylaws, such as the approval of banking relations
- Committee reports not requiring discussion and/or major action by board

←This is an opportunity for the **Treasurer** to answer questions on financial reports or bring items for action.

←Committees that have major action items requiring time for board deliberation. Remember, committee reports do not need to be part of every agenda if they have not sent out a report that requires discussion or have no action items.

←This is the part of the agenda where the board focuses on major governance deliberation, decision-making and/or education. This section becomes the centerpiece of the board meeting.

←This can be a quick, two-minute appraisal, such as the Board Directors answering: "What went well?" and "What did not?" Or, it may be a short survey for the board to complete at the end of the meeting.

The 5 Whys/Keep Asking Why Interrogative Technique

Overview

The *5 Whys Technique* is used to explore a problem or issue and potentially identify the root cause of the problem.

The *5 Whys* is also a useful tool in boards to facilitate generative thought.

Limitations

Many problems don't have just one root cause, so it may be necessary to repeat the activity, with questions that go in different directions.

It is important to consider that the answers to the questions are limited to the knowledge of the people participating in the activity.

Keep in mind that there is a difference between a symptom and a cause, and this technique will generate symptoms before the cause is discovered.

This technique will come up with an answer, but it is not always the only answer or even THE right answer....but it is a GREAT way to get people thinking generatively.

Implementation

- To begin, determine the problem or the issue that you want to explore.
- Get the approval of the group to proceed. (Does everyone agree that this is the problem?)
- Determine if there is any information that the group needs before tackling the issue.
- Write the problem statement or issue on the board/flip chart.
- Ask Why? (or: Why is this happening; Why did this happen?)
- Ensure that the answers are factual (or you won't get to a real root cause).
- Keep asking *WHY* until you get to the root cause(s). It usually takes FIVE WHYS to get to the root cause.

-->Keep in mind that the root cause of a generative issue is rarely a person or people, but more likely a process that needs to be fine-tuned or developed.

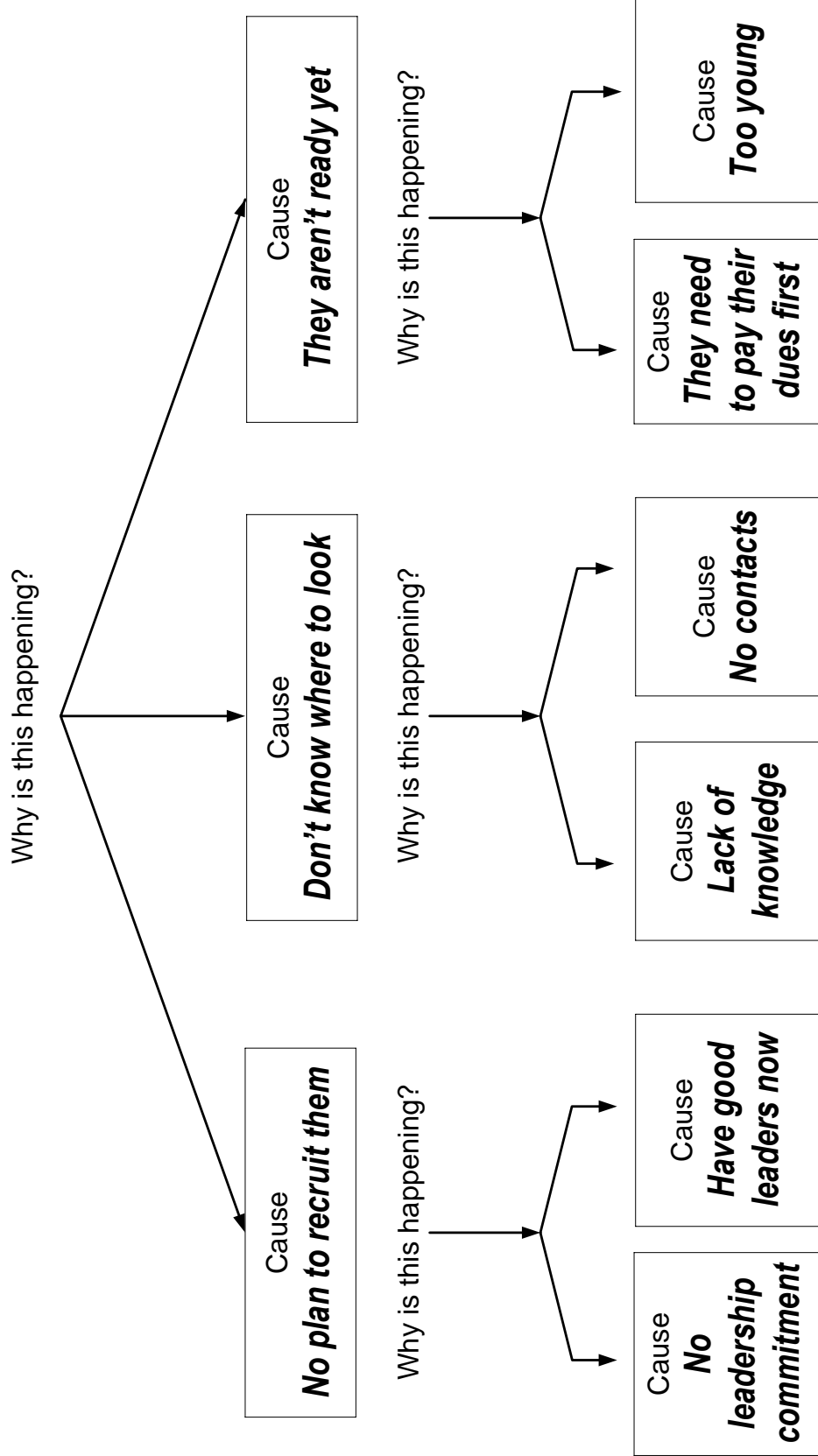
Note: See the next page for a graphic depiction of a real-life example, which is getting close to the root cause of “Lack of younger leaders on our board”.

Technique developed by
Sakichi Toyoda for Toyota



"Keep Asking Why" Worksheet

Issue/Problem/Issue We Wish to Address:
Lack of younger leaders on our board



Succession Planning Checklist for Boards of Directors

Key Components

Our organization has a strategic plan to which it is committed

- Board roles and responsibilities have been documented and reviewed
 - Board member job description
 - Chair job description
 - Board members code of conduct
 - Board committee roles descriptions
- The future skills and talent composition of the board have been assessed in light of our organization's future board leadership needs
 - Organizational expertise
 - Representation
 - Community /issue knowledge
 - Fund raising ability
 - Commitment to goals
 - Interpersonal and teamwork skills
- We have a board recruitment plan
 - We have a three-year board recruitment/board succession outlook
 - A standing recruitment or nominations committee is in place and reporting at least three times a year
 - A board member prospects list has been developed and is up-to-date
 - Our recruitment package is up-to-date
 - Information about our board, board member duties, and the nomination or recruitment process is on our website
 - We are using our committees as stepping stones to the board
- We have a board development/education plan
 - We will be conducting a board self-evaluation and will act on the results
 - We have planned ____ dine-and-learn sessions for board, staff and volunteers
- We have taken steps towards a more diverse and multi-generational board
 - Our recruitment plan includes diversity goals

Leadership Succession Grid

Key Leader Position	Incumbents	Year One	Year Two	Year Three
Chair				
Chair-Elect				
Treasurer				
Secretary				
Chair, Leadership Development Committee				
Chair, Finance Committee				
Chair, Other Committee				
Chair, Project Committee				

Leadership Development Committee

General Purpose:

The purpose of the Leadership Development Committee is to build and maintain a strong board for the 4-H organization. The committee will establish and drive a continuous improvement process in order to help the board and individual directors become more valuable as strategic assets of the organization, contributing to their long-term success.

Appointments and Composition:

The members of the Leadership Development Committee shall be board directors appointed by the board chair (with the advice and consent of the board in accordance with the by-laws)

Responsibilities:

1. Periodically review with the board the appropriate skills and characteristics required on the board, in keeping with the strategic direction of the organization.
2. Identify and consider candidates for board membership. On behalf of the board, assess the skills and experience of prospective board members. Present candidates to the full board for consideration.
3. Keep up-to-date on developments in the board governance field. Annually review and assess the governance practices of the board and recommend any proposed changes to the board for approval. This includes review the structure and size of the board and its committees.
4. Plan board education including new member orientation, education of board members, and other board training and planning events to support board effectiveness and to bridge board knowledge gaps.
5. Conduct assessment/evaluation of the board, the chair, individual directors, including each director's self-assessment, and board meetings/sessions.
6. Identify leadership development opportunities for board and committee members to maximize members' contributions.
7. Report to the board of directors at regular board meetings in a manner determined by the board.
8. Annually submit objectives as part of the annual planning and budgeting process.
9. Annually evaluate its work as a committee and the objectives it has committed itself to and report on same to the board of directors.

Source: Frank Martinelli, The Center for Public Skills Training

Organizational Assessment Tool

This assessment tool can help guide a group discussion about how a board of directors, organization, or committee is functioning. As you answer the questions, please reflect on your experiences as a board member. There are no right or wrong answers. Your responses are your personal perception of the organization. Respond to each question by checking either "yes," "no," or "don't know" to indicate whether or not you agree. Please do check more than one answer, check in-between answers or add additional comments. (Adapted by Dan Wilson from Emeritus Professor Robert D. Bright, Community Development Specialist, UW-Extension, Family Living Programs. Revised June, 2002.)

<u>QUESTIONS</u>	<u>Yes</u>	<u>No</u>	<u>Don't Know</u>
Mission, Purpose, and Goals			
1. Is there			
a. a clearly written, updated mission statement?	_____	_____	_____
b. an annual process for setting/renewing goals?	_____	_____	_____
c. a strategic plan?	_____	_____	_____
2. Are the goals of the organization			
a. written, agreed upon, and clear to all?	_____	_____	_____
b. written in achievable language?	_____	_____	_____
3. Does the Board/Steering Committee agree on what it should accomplish short term (1 to 2 years)?	_____	_____	_____
4. Does the Board/Steering Committee agree on what it should accomplish long term (3 to 10 years)?	_____	_____	_____
Organizational Structure			
5. Do committees			
a. have a clear statement of purpose?	_____	_____	_____
b. have clear written goals and objectives?	_____	_____	_____
c. function?	_____	_____	_____
d. have specific roles and responsibilities that all members of the organization understand?	_____	_____	_____
6. Are the committee structure and membership reviewed annually for their relevancy? ...	_____	_____	_____
7. Are the organization's bylaws up to date?	_____	_____	_____
8. Is there a mechanism requiring short- and long-term planning for the board and its committees?	_____	_____	_____
9. Do terms of office provide for stable yet renewing leadership?	_____	_____	_____
Board Participation and Relationships			
10. Does the Board/Steering Committee currently have			
a. committed and active members?	_____	_____	_____
b. enough people to carry out its purposes and goals?	_____	_____	_____
c. diverse community interests and perspectives?	_____	_____	_____
d. Board members with the right mix of skills to lead/direct?	_____	_____	_____
e. a system for recruiting members for specific needs?	_____	_____	_____
f. an orientation session for new members?	_____	_____	_____
g. a drop-out or non-attendance problem?	_____	_____	_____
11. Do Board members			
a. trust each other?	_____	_____	_____
b. get along well with each other?	_____	_____	_____
c. avoid conflicts of interest?	_____	_____	_____
d. act as a team by working together?	_____	_____	_____
e. enjoy the organization's meetings and activities?	_____	_____	_____
12. Are Board members'			
a. talents being fully utilized?	_____	_____	_____
b. individual contributions recognized?	_____	_____	_____
c. collective efforts acknowledged?	_____	_____	_____
d. able to help the Board and its committees examine and improve its processes?	_____	_____	_____

	<u>QUESTIONS</u>	<u>Yes</u>	<u>No</u>	<u>Don't Know</u>
Leadership Effectiveness				
13.	Are Board decisions usually made by (choose only one)			
	a. the Board?.....	_____	_____	_____
	b. the officers?.....	_____	_____	_____
	c. the Executive Director?.....	_____	_____	_____
	d. the committees?.....	_____	_____	_____
	e. specific individuals?.....	_____	_____	_____
	f. the membership?.....	_____	_____	_____
	g. combination of the above?.....	_____	_____	_____
	h. don't know.....	_____	_____	_____
14.	Does the leadership of the Board and its committees effectively			
	a. encourage different points of view in discussion?.....	_____	_____	_____
	b. minimize personality differences?.....	_____	_____	_____
	c. deal with power struggles and hidden agendas?.....	_____	_____	_____
	d. provide and participate in educational/leadership development opportunities for you?	_____	_____	_____
	e. encourage teamwork?.....	_____	_____	_____
	f. instill enthusiasm for work to be accomplished?.....	_____	_____	_____
	g. identify and celebrate milestones?.....	_____	_____	_____
15.	Has the Board			
	a. clearly identified the roles and responsibilities of individual Board members?	_____	_____	_____
	b. clearly identified the roles and responsibilities of the entire Board?.....	_____	_____	_____
	c. developed a means to minimize individual Board members' differing expectations of the Executive Director.....	_____	_____	_____
	d. developed a means to minimize individual Board members' differing communications with the Executive Director.....	_____	_____	_____
	e. established a process for obtaining staff input for Board decision making?.....	_____	_____	_____
16.	Do Board and committee meetings			
	a. have agendas announced in advance?.....	_____	_____	_____
	b. follow those agendas?.....	_____	_____	_____
	c. proceed efficiently and effectively?.....	_____	_____	_____
	d. have timely minutes prepared and distributed?.....	_____	_____	_____
17.	Does the leadership ensure that action goes forward in an orderly manner by seeing to it that			
	a. decisions are actually made?.....	_____	_____	_____
	b. all members understand that decision?.....	_____	_____	_____
	c. someone takes responsibility?.....	_____	_____	_____
	d. those persons clearly understand their assignment and specific tasks?.....	_____	_____	_____
	e. visible results occur?.....	_____	_____	_____
	f. results are reported to the group?.....	_____	_____	_____
Fiscal Resources				
18.	Are the organization's resources			
	a. sufficient to achieve its goals?.....	_____	_____	_____
	b. being used effectively?.....	_____	_____	_____
19.	Is the organization driven primarily by its (choose only one)			
	a. budget?.....	_____	_____	_____
	b. goals/strategic plan?.....	_____	_____	_____
	c. environmental (outside) factors?.....	_____	_____	_____
	d. combination of above?.....	_____	_____	_____
	e. don't know.....	_____	_____	_____
Community Networking and Coalition Building				
20.	Does the organization relate to other community/governmental units			
	a. through ongoing, working relationships?.....	_____	_____	_____
	b. by seeking out new relationships and building coalitions of mutual interest?	_____	_____	_____
	c. by having input into public policy?.....	_____	_____	_____
	d. by marketing itself to relevant organizations?.....	_____	_____	_____
	e. through appropriate media use?.....	_____	_____	_____

